

AN INVESTIGATION INTO POSSIBLE RELATIONSHIPS  
BETWEEN VALUES AND SELF ESTEEM AMONG A  
SELECTED POPULATION OF AGED PEOPLE

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A Dissertation  
Presented to  
the Faculty of the  
School of Theology at Claremont

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Theology

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by  
William Morris Clements  
June 1972

*This dissertation, written by*

William Morris Clements

*under the direction of his Faculty Committee,  
and approved by its members, has been presented  
to and accepted by the Faculty of the School of  
Theology at Claremont in partial fulfillment of the  
requirements for the degree of*

**DOCTOR OF THEOLOGY**

*Faculty Committee*

Allen J. Moore

*Chairman*

Frank H. Kemper

Howard Chubbell

*Date*

June 1972

F. Thomas Twyman

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Betty Clements, whose love sustains

IN MEMORY OF MY FATHER  
RALPH MAYO CLEMENTS, SR.  
1904 - 1972

The Day

If, in the mind of God or book of fate,  
This day that's all to live lies lived and done,  
And there already like Griseldas wait  
My apprentice thoughts and actions, still untried;  
If, where I travel, some thing or some one  
Has gone before me sounding through the wide  
Immensity of nothingness to make  
A region and a road where road was none,  
Nor shape, nor shaping hand; if for my sake  
The elected joy grows there and the chosen pain  
In the field of good and ill, in surety sown:  
Oh give me clarity and love that now  
The way I walk may truly trace again  
The in eternity written and hidden way;  
Make pure my heart and will, and me allow  
The acceptance and revolt, the yea and nay,  
The denial and the blessing that are my own.

Edwin Muir

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## CHAPTER I

### PURPOSE OF THE STUDY AND DEFINITIONS OF TERMS USED

#### I. THE PURPOSE

*Statement of the purpose.* The purpose of this exploratory study is to investigate the existence of possible relationships between values and self esteem among an aged population. The study is focused on a very narrow range of data drawn from a highly selected population.

*Statement of the problem.* Lowered self esteem has been posited as one of the significant issues with which aged people are forced to deal.<sup>1</sup> Theoretically, diminished levels of self esteem might be traced to a multitude of factors which act independently and in various combinations to bring this about. Factors such as age, sex, grief, retirement, residential instability, income, health, educational level, and interpersonal activity might all be related to self esteem in aged persons. In addition to these current objective factors found in the environment one might also suspect more subtle subjective factors such as the interpretative meaning these environmental facts carry for each individual, as well as the individual subjective interpretations each

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<sup>1</sup>James E. Birren (ed.), *The Psychology of Aging* (Englewood Cliffs: Prentice Hall, 1964), p. 235; Raymond G. Kuhlen, "Developmental Changes in Motivation During the Adult Years," in Bernice L. Neugarten (ed.), *Middle Age and Aging* (Chicago: University of Chicago Press, 1968), pp. 125-128; and Raymond G. Kuhlen, "Aging and Life Adjustment," in James E. Birren (ed.), *Handbook of Aging and the Individual* (Chicago: University of Chicago Press, 1956), pp. 871-872.

person places on historical facts from his own past experience. Therefore, it would appear that self esteem is a multi-determined phenomenon and, as such, could be studied in relationship to numerous independent variables.

One of the variables which might have an effect on the level of self esteem experienced by individuals is the value system held by each person.<sup>2</sup> What a person values in life could well be, in part, the goals toward which he strives through his activity and to which he gives his proximate and ultimate loyalties. In addition, the value configuration might serve as an integral element in the self perceptive mechanism. If self perception and self esteem are closely related, then esteem might vary with the perceived value of the self.

Consideration of these possibly significant factors makes it apparent that the central problem involves an investigation into the presence or absence of a causal relationship between the independent variable, comprised of a value configuration, and the dependent variable, comprised of a level of self esteem.

*Importance of the problem.* If a cause and effect relationship is demonstrated to exist between the two variables, then the level of self esteem could be manipulated through various maneuvers designed to alter the system of values. For example, if the value system is frustrated and unattainable, then the level of self esteem might be

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<sup>2</sup>William James, *The Principles of Psychology* (New York: Dover, 1950), I, 309-313; Ruth L. Munroe, *Schools of Psychoanalytic Thought* (New York: Holt Rinehart and Winston, 1955), p. 346.

expected to suffer a consequent diminution; but, if a person is able to actualize those values which he holds, then one might expect the level of self esteem to be influenced in a positive direction.

In this example there are implications for the teaching and counseling ministries of the church, which are concerned with values and self esteem. As a teacher of values the church could make optimal use of additional knowledge which pertains to the efficacy of certain value systems for the self esteem experienced by aged members of the church. Where appropriate, age-related adjustments in curricula could be made to accentuate those value systems which eventuate in higher levels of self esteem for aged members. As a counselor of persons in distress the church through its counseling ministries could learn to deal more effectively, and thereby ultimately more compassionately, with aged members who are struggling with diminished levels of self esteem, particularly if these struggles are discovered to be related to the various value systems. As teacher and counselor the church could play increasingly significant roles in a ministry with aged persons.

Implications such as these are based upon the presupposition that there is a causal relationship between values and self esteem. This presupposition has yet to be investigated and either proven or disproven.

*Limitations of the study.* This present study is limited to a discovery of whether values and self esteem are in fact related to each other in aged subjects. If such a relationship is found, then future

studies may be undertaken by interested researchers to determine the nature of the relationship--whether causal, accidental, or due to presently unknown factors. It is not concerned with *how* values and self esteem relate. Before such a sophisticated causal hypothesis is warranted or economically researchable, the existence of a primary relationship needs to be either demonstrated or disproven.

This study is limited to a narrow range of subjects drawn from two local institutions, since its purpose is to discover whether the variables are related among *any* aged subjects. Whether this relationship exists among *all* aged subjects or only among particular subsections of the total population of aged subjects is not the focus here. Nor is there any effort in this dissertation to determine whether the same relationship between variables exists for all age groups; whether the presence or absence of a relationship between variables is a function of age changes; and whether the presence or absence of a relationship represents cohort differences.

## II. DEFINITIONS OF TERMS

The definitions of terms found in this study are adopted by the researcher solely for the purposes of this study. They do not represent exhaustive definitions which are applicable beyond the bounds of the current research. Instead, they are congruous with those definitions held by contemporary researchers in the areas of gerontology, self esteem, and values.

*Self.* In this study the word "self" refers to a variety of

reflexive phenomenal experiences which exist momentarily in time, and intermittently through time, including memories of past reflexive phenomenal experiences perceived as present realities. While the self is ever changing as a result of new experiences perceived reflexively, it is also continuous with the past through the function of memory. This self is therefore defined by those things, persons, emotions, attitudes, thoughts and appearances with which reflexive identification takes place.<sup>3</sup> According to this usage the self dynamism is composed of learned phenomena which are perceived as referring directly to the one doing the perceiving and experiencing.

*Self esteem.* Self esteem is conceived of as referring to the internalized judgment which a person usually makes in regard to himself based on his perceptions of how other people evaluate him. This judgment carries for the person an emotional component of being worthy of love, of being approved, or of being unworthy and disapproved.<sup>4</sup> Self esteem is involved in each moment of reflexive phenomenal experience according to the personal judgment placed on that experience. As used in this study, therefore, self esteem refers to the perceptions one has of how others evaluate the self. These perceptions can be internalized through the function of memory. It is possible that a person might feel a high degree of self esteem in one area of his life and at the

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<sup>3</sup>Percival M. Symonds, *The Ego and the Self* (Westport, Conn: Greenwood Press, 1951), pp. 68-70.

<sup>4</sup>Stanley Coopersmith, *The Antecedents of Self Esteem* (San Francisco: Freeman, 1967), pp. 19-45.

same time feel less esteem in another area. A person's normative level of self esteem, however, is based on a composite summation of his individual judgments, and may be different than any one judgment of a single experience or any one judgment of a group of experiences from a particular area of life. It is this normative level of self esteem experienced by individual subjects with which this study is concerned.

*Values.* The word "values" is being used to refer to specific modes of activity, conduct, and thinking with which one person judges his experience. Values are standards which one individual finds personally and socially preferable to other alternatives. Values are not object or situation-specific. The same values transcend individual isolated situations and experiences and are operative in dissimilar as well as in similar situations. Values are styles of judgment which guide activity, conduct and thinking. Values are not speculative thoughts about the ideal, but are instead concrete desires for particular modes of response and activity.<sup>5</sup>

*Value system.* A value system is a pattern of values, a hierarchy arranged in order of importance to an individual. The value system emerges when a person experiences a situation in which there is conflict between two or more values which he holds. As a result of this conflict he has to choose which value will guide his action or reflection. The value system represents the habits of choice which

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<sup>5</sup>Milton Rokeach, *Beliefs, Attitudes and Values* (San Francisco: Jossey-Bass, 1968), pp. 156-178.

are usually operative when two or more values are in conflict with each other.

*Aged person.* During this study "aged person" is an arbitrary distinction designating a person 65 years of age or older, who is retired from full time work, who resides in one of two local institutions, and who has volunteered as a participant in this project.

### III. ORGANIZATION OF THE DISSERTATION

The remainder of the dissertation is organized in the following way. Chapter II, divided into three parts consists of a review of relevant literature pertaining to the measurement of values, to the measurement of self esteem, and to gerontology. Chapter III considers in seven sections the methodology employed in the study. The hypotheses are presented in one. Section two defines operationally the independent variables and sets forth the criteria utilized in defining the substance of the value systems. The third section describes the population taking part in the study. Methods followed in the selection of subjects comprise the fourth section. The fifth section outlines the methodology and procedures followed in the gathering of data. The sixth section describes the research instruments used. The last section discusses the methods chosen to analyze the data.

Chapter IV presents the raw data gained from the test batteries. Its three parts correspond to the three instruments utilized, treating the biographical, value systems, and self esteem data as self-contained units. Chapter V discusses the findings of the study and

explores its implications. Following the final chapter there is a bibliography and also a section of appendices consisting of the introductory letter sent to all residents; the information sheet sent to volunteers, the biographical instrument, the Rokeach Value Survey, and the Tennessee Self Concept Scales.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### I. RELEVANT LITERATURE PERTAINING TO THE MEASUREMENT OF VALUES

While there exists a significant body of literature on values, it is in large part philosophical and/or theoretical--and, therefore, has little relevance for empirical research. On the other hand, a considerable variety of empirical studies have attempted to investigate and measure different facets of the valuing process in personality. These empirically oriented discussions of values and the measurement of values invariably center around the specific instrument utilized in the particular study under discussion.

For purposes of organization and clarity in this discussion three distinct categories have been imposed on these studies by the researcher. Within each category there is a wide diversity among instruments as to the methodology utilized in the gathering of data and diversity as to the types of interpretations for which the various discrete bodies of data are suitable.

Briefly, the three categories include studies which measure values from the perspective of: a) what is desired; b) what ought to be desired; or c) some combination of both a) and b).<sup>1</sup> From the

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<sup>1</sup>J. P. Robinson and P. R. Shaver (eds.), *Measures of Psychological Attitudes* (Ann Arbor: Institute for Social Research, 1969), pp. 413-415.

hundreds of test instruments developed through the years only one has been included as an example of each category. Through a careful screening process the large field of instruments within each category was considerably narrowed to one of more manageable proportions. The instrument chosen as an example within each category is not necessarily representative of other instruments within that category. It does, however, serve as one concrete example of content and methodology among many options.

#### Values as What is Desired

As an example from within this category of instrumentation The Allport, Vernon and Lindzey *Study of Values* (1960) has been selected. In this inventory only a few items are phrased in terms of "ought" or "should." Instead, the instrument measures relative desires or preferences for differing types of ideas and activities. What emerges in the final analysis is a relative assessment of the importance of six basic interests or personality motives. These interests are: theoretical, economic, aesthetic, social, political, and religious. The person with interests which group within one area will tend to value that which contributes to the realization of that interest. Descriptive statements for each of the six types will help to make the formulation clearer.

*Theoretical.* The theoretical person values that which leads to the discovery of truth. He tends to be empirical, rational and critical. His major aims are intellectual in content and involve the

ordering and systematization of his knowledge.

*Economic.* The economic person values what is useful. He has the interests of the pragmatist in the market place. The tangible utility of things is the criteria by which judgment of value is made.

*Aesthetic.* The aesthetic person values most beauty and harmony. His dominant interests involve symmetry of form and grace. Often he finds personal fulfillment in artistic experiences, although he is not necessarily a creative artist himself.

*Social.* The social person values other people. He prizes his interpersonal relationships. - He tends to be kind, sympathetic, and unselfish. The social man, in his purest moments, actualizes selflessness and approaches very closely the religious attitude.

*Political.* The political person values most power and influence. He seeks positions of leadership and enjoys competition and struggle, whatever his field of interest or vocation.

*Religious.* The religious person values unity. He desires communion with the cosmos and seeks to relate himself to a higher reality. This relation to the cosmos may be sought through numerous channels such as self-denial and meditation.<sup>2</sup>

The *Study of Values* measures the relative strengths of each of

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<sup>2</sup>A full discussion of each type may be found in: Gordon Allport, Philip Vernon, and Gardner Lindzey, *Study of Values: Manual* (Boston: Houghton Mifflin, 1970), pp. 4-5.

the above values. A high score on one scale will necessitate a lower score on another scale or scales, even though the highest scale might, in actuality, represent only a slightly stronger preference. This phenomenon is evident when one realizes that a moderately artistic person who is fairly disinterested in the five other areas could score much higher on the aesthetic scale than another very artistic person who is also strongly interested in the remaining five areas. Because of the way in which the scales are constructed and scored a single value score is never absolute and must be weighted in relation to the strengths of the preferences for the remaining value scores in order to receive an accurate assessment of the dynamic value system operative within an individual.<sup>3</sup>

Although the instrument gives a generalized profile of values from which certain trends or directions of future choices might be inferred, it does not contribute a concrete value configuration which is indicative of operational choices and decisions being made in the present moment of time. Despite these criticisms the *Study of Values* is an excellent example of those instruments which measure values from the perspective of that which is desired.

#### Values as What Ought to be Desired

This category of instrumentation is concerned with what the researcher has chosen to call the "preferable." A person faced with

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<sup>3</sup>Robinson and Shaver, *op. cit.*, p. 412.

a decision has a field of alternative choices which may be made. The choice which the person would like to see made as more nearly approximating the ideal would, in this example, constitute the preferable, although the preferable choice might not be the choice actually acted upon. It is the distinction between what *is* desired over against what *ought* to be desired. The preferable category is concerned more with values as those "standards by which coices ought to be made."<sup>4</sup> Thus, it includes more of what is often considered to be the moral dimension --the dimension of should or ought--which transcends the concrete decision of the moment, since it is posited as being a suitable standard for future moments in time.

A good example of instrumentation from within this category is that of the *Personal Value Scales* of W. A. Scott found in his publication *Values and Organizations* as well as in *Measures of Social Psychological Attitudes*.<sup>5</sup>

In the development of his instrument Scott utilized the judgment of college students as to the rightness/wrongness and badness/goodness of various actions in the realm of interpersonal relationships. These judgments involved ultimacy, absoluteness and universality as components of the ideal relationship between people.

Subjects who take the test are asked to respond to various

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<sup>4</sup>*Ibid.*, p. 413.

<sup>5</sup>W. A. Scott, *Values and Organizations* (Chicago: Rand McNally, 1956). Robinson and Shaver, *op. cit.*, pp. 414, 433-443.

statements on the basis of whether they always admire a quality or behavior in other people, whether their admiration depends on the situation, or whether the quality is something they always dislike. A sample statement follows along with the responses.

Having cultural interests.

Always Admire	Depends on Situation	Always Dislike
_____	_____	_____

Scores are gained from twelve different areas which include: 1) intellectualism; 2) kindness; 3) social skills; 4) loyalty; 5) academic achievement; 6) physical development; 7) status; 8) honesty; 9) religiousness; 10) self control; 11) creativity; and 12) independence. Usually, "always admire" is scored "1" and the remaining two receive a score of "0," the exception being reverse items in which case "always dislike" receives "1" and the remainder "0." A total score for each of the twelve values is obtained through a simple procedure of summation.

From a methodological standpoint Scott's instrument does not share the major weaknesses of the Allport, Vernon and Lindzey *Study of Values* in that a person could score high in all areas if he had strong preferences, or low in all areas if his preferences were qualified in sufficient instances. In addition, the latter instrument allows a value configuration of moral "ought" to emerge.

Perhaps both elements of *preference* and *preferable* could be measured if the instrument were administered twice--once in its present

form for *preferable*, and once with another set of instructions for *preference*. The new instructions would ask that the subject take the test as he actually responds to concrete situations, thus tapping the element of preference. In order to use the instrument in this way, however, extensive validation and reliability studies would be required prior to the utilization of the instrument in acceptable research.

#### Values as a Combination of Both What is Desired and What Ought to be Desired

The *Value Survey* published by Milton Rokeach in 1967 consists of scales composed of a mixed conceptualization of values.<sup>6</sup> The *Value Survey* contains two parts, each of which consists of eighteen values to be ordered in terms of decreasing importance from the most important to the least important. The first section presents eighteen "terminal" values in alphabetical order. "Terminal" values refer to those values which express a preferable end-state of existence. These values could be seen as being eschatological in character in that there has yet to be a known historical moment in which the values have been perfectly actualized. Examples include items such as "A COMFORTABLE LIFE--a prosperous life"; "NATIONAL SECURITY--protection from attack"; and "SALVATION--saved, eternal life." The second part of the survey consists of eighteen "instrumental" values which are also to be rank ordered. "Instrumental" values refer to preferable styles of action

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<sup>6</sup>Milton Rokeach, *Value Survey* (Sunnyvale, CA: Halgren Tests, 1967).

and conduct. Examples include: "FORGIVING--willing to pardon others"; "INDEPENDENT--self-reliant, self-sufficient"; and "POLITE--courteous, well-mannered." Within each of the two parts a value configuration emerges based on the values rank-ordered by the persons taking the test. With the second part, instrumental values, it has been possible to discern differences among value configurations between groups of people who identify with various protestant churches or, on the other hand, no religion. Through an inspection of the top nine instrumental values it becomes obvious that there are differences, for example, between groups of Baptists, Presbyterians, and those who report no religious preference:<sup>7</sup>

Baptist	Presbyterian	None
honest	honest	honest
ambitious	responsible	broadminded
clean	broadminded	independent
forgiving	ambitious	responsible
responsible	capable	ambitious
helpful	forgiving	courageous
broadminded	helpful	self-controlled
courageous	courageous	capable
loving	loving	imaginative

The eighteen instrumental values have been further refined by Rokeach into two broad categories, "moral values" and "competence values." The category "moral values" designates those values which, when violated, lead to guilt feelings and pangs of conscience. These values have an interpersonal focus in that they primarily involve one's

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<sup>7</sup>Milton Rokeach, "Value Systems and Religion," *Review of Religious Research*, XI (January 1969), 2-23.



relationships with other people. The moral values are: clean, forgiving, helpful, honest, loving, obedient, polite, responsible, and self-controlled. The second category, "competence values," refers to preferred modes of behavior which, when violated, lead to shame about competence rather than to guilt about wrongdoing.<sup>8</sup> In this category the focus is personal instead of interpersonal. The competence values are: ambitious, broadminded, capable, imaginative, independent, intellectual, and logical. There are two values which are not categorized, courageous and cheerful.

Criticism of the *Value Survey* will be limited to two points. The first consists of a logical critique of the categories "terminal" and "instrumental." Values within the terminal category may function as a means to the attainment of other values, instead of functioning as ends in-themselves. For example MATURE LOVE could function as an instrumental means for the attainment of HAPPINESS. Or, for others, INTELLECTUAL could function as a terminal value rather than an instrumental value in that it could represent an end state of existence. Logically these criticisms are possible; however, functionally, additional research would be required to demonstrate the facticity of the above criticism.

The second point of concern is closely related to the criticism made of the Allport, Vernon and Lindzey *Study of Values*. Both instruments measure the relative importance of values instead of the

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<sup>8</sup>*Ibid.*, p. 6.

absolute importance of a single value. With Rokeach's *Value Survey*, for example, it is impossible to detect whether the values placed in a rank-order of importance cluster at one extreme of the continuum or whether they are equally spaced throughout the continuum. As a result, while it is easy to see that one value is more important than another value or values, it is impossible to detect *how much* more important it is. Nevertheless, a concrete value configuration does emerge, a configuration which has demonstrable behavioral components.<sup>9</sup>

## II. RELEVANT LITERATURE PERTAINING TO THE MEASUREMENT OF SELF ESTEEM

As is the case with values, there have been a number of attempts to investigate and measure self esteem. At this point in time, however, the global concept of self esteem has yet to be developed into smaller sub-groupings which more readily lend themselves to empirical measurement and the establishment of construct validity. Although many theoretical components of self esteem have been posited, there are few, if any, instruments which have been able to isolate and measure those components with a sufficient degree of validity to warrant the organization of this presentation along the lines of theoretical constructs. Since many instruments have used the same methodology to gather data, although their content and purpose may differ, it seems

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<sup>9</sup>R. L. Shotland, "Behavioral Validation of Several Values from the Rokeach Value Scale as an Index of Honesty," *Journal of Applied Psychology*, LIV (October 1970), 433-435.

more logical that the discussion follow a principle of methodological groups. Four methodological categories are utilized in this section. They are: Q sorts, semantic differentials, Likert-type scales, and check lists. As in the section on values, one specific instrument will be chosen as an example for each category. From these examples, the various methodological options for gathering data should become apparent.

### Q sorts

In the literature on the measurement of self esteem one of the most common methodologies found is that of the Q sort.<sup>10</sup> J. M. Butler and G. V. Haigh published a test of this type in 1954<sup>11</sup> for the evaluation of client-centered techniques of psychotherapy. In their test, which will be used as an example, subjects are presented with one hundred cards on which are printed statements which are descriptive of personality. Initially, the volunteer is instructed to sort these cards into nine stacks along a continuum from "unlike me" to "like me." He is instructed, in addition, to sort the cards as he sees himself *today*. The sorting is forced by the directions into a quasi normal distribution, so that the number of items in each of the nine piles is

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<sup>10</sup>Ruth C. Wylie, *The Self Concept* (Lincoln: University of Nebraska Press, 1961), p. 41.

<sup>11</sup>J. M. Butler and G. V. Haigh, "Changes in the Relation between Self-Concepts and Ideal Concepts Consequent Upon Client-Centered Counseling," in C. Rogers and R. Dymond, *Psychotherapy and Personality Change* (Chicago: University of Chicago Press, 1954), pp. 55-75.

not determined by the volunteer. Following the first sorting he is then instructed to sort the cards to describe "the person you would most like within yourself to be."<sup>12</sup> For the second sorting the continuum is between "like ideal" to "unlike ideal."

One of the advantages of this methodology is the variety of data which can be gained simply through a change in instructions. Thus a person can take the test for "the average man," "his sister" or any other hypothetical or real figure. Or the Q sort methodology might be utilized for a simulated time regression or progression. With such a methodology a volunteer could be instructed to take the test "as if" he were twenty-five years or "as if" he were seventy-five years of age.

While such Q sort tests as the Butler-Haigh are unquestionably useful in types of research, there are certain aspects of the methodology which would make it a less than suitable choice in other circumstances. For one thing, the Butler-Haigh Q Sort is extremely time consuming for both subjects and researchers. It is also not reliably scorable when self-administered.

### Semantic Differential Scales

This methodology for gathering data requires of the volunteer that he rate an object such as his "self" along a number of 7-11 point bipolar scales resembling this:

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<sup>12</sup>*Ibid.*, p. 57.



Competent	- Incompetent
Active	- Passive
Follower	- Leader
Tense	- Relaxed
Independent	- Dependent <sup>15</sup>

The volunteer is then asked to rate each of the dimensions on a ten-point scale as to its degree of importance in the determination of his self concept. Thus, a person's subjective evaluation of how important a dimension is to him is used to weight his responses.

While the discrepancy score between "aspired self" and "actual self" appears to correspond to the definition of self esteem adhered to in the present study, the end result does not. The discrepancy score is modified by the indications which the person taking the test gives as to whether a particular dimension is important to him. Thus, the raw discrepancy score which is congruous with the construct of self esteem is modified into something different. Even though the words "self esteem" might be used to describe the theoretical construct being measured by Sherwood, this is not the same self esteem with which the current research is concerned. With a more precise definition of theoretical constructs the instrument would have an increased accuracy and additional usefulness. In this respect the instrument is promising. For unknown reasons the instrument has not been used in a wide variety of settings which would help to establish the validity of the instrument.

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<sup>15</sup>*Ibid.*, p. 89.

### Likert-Type Scales

With this type of methodology the volunteer is presented with a series of self descriptive statements each of which he is to rate along a five or seven point dimension from "completely false" to "completely true," or from "never" to "always," or some other statements of gradation. Numerical values are given to each point along the scale dimension, and scoring consists of simple summations.

E. M. Berger's *Self Acceptance Scale* provides a good example of this methodology. Although self acceptance is not synonymous with self esteem, this particular test was chosen because of its wide usage in published studies purporting to deal with self esteem, strong validity, and reliability. The self accepting person, according to the body of literature from which the Berger study is drawn, is characterized by internalized values, responsibility and a sense of worth, among other attributes. While self esteem and self worth are not synonymous in the present study, the Berger scale measures a broader construct than either and is therefore not a measure of self esteem.

The Likert-type scale in this instrument is composed of five statements: "Not at all true of myself," "Slightly true of myself," "About halfway true of myself," "Mostly true of myself," and "True of myself." On the basis of this scale the volunteer is instructed to respond to thirty-six items which deal with self acceptance such as:

I don't question my worth as a person, even if I think others do.  
I look on most of the feelings and impulses I have toward  
people as being quite natural and acceptable.

I live too much by other peoples' standards.  
I think I'm neurotic or something.<sup>16</sup>

Although the *Self Acceptance Scale* gives evidence of careful construction, several important questions have been raised in regard to it which deserve brief consideration at this point. Ruth Wylie has made the observation that "an unknown amount of the correlation may be attributed to the common set induced by similar item format and the taking of the test at a single sitting."<sup>17</sup> Another, less telling criticism has been that Berger does not state whether or how positively and negatively worded statements have been balanced to compensate for negative or positive response-set bias. Both of these concerns raise issues which are crucial for an empirical study of the relationship between values and self esteem.

### Check Lists

Many instruments have been devised which require the volunteer simply to place a check mark beside those statements descriptive of personality which he feels apply to him. In distinction from the Likert-type methodology, the check list does not allow for fine distinctions of degree in regard to an item. The descriptive item is either checked as applying, or it is left blank as irrelevant.

An example of this methodology is contained in an instrument devised by Stanley Coopersmith for his work with self esteem in grade

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<sup>16</sup>*Ibid.*, pp. 117-120.

<sup>17</sup>Wylie, *op. cit.*, p. 67.



school children. This carefully constructed check list has considerable validity, and has been widely used in research projects. The instrument, entitled "Self Esteem Inventory," consists of fifty-eight items which are to be rated as either "like me" or "unlike me." Sample items include:

I'm easy to like.  
 I'm proud of my school work.  
 I'm often sorry for the things I do.  
 Most people are better liked than I am.  
 Things usually don't bother me.<sup>18</sup>

Coopersmith has established a test-retest reliability of .70 after a *three year interval*, a fact which is important to remember when one raises the question of daily fluctuations in the level of self esteem. Construct validity has been established in relationship to creativity, anxiety, parental treatment, level of aspiration and other diverse variables.<sup>19</sup> The utilization of the "Self Esteem Inventory" in a variety of settings with fairly consistent results suggests its potential in research involving cohort comparisons of age groups as well as longitudinal studies of the relationships between values and self esteem among a single cohort.

### III. RELEVANT LITERATURE PERTAINING TO GERONTOLOGY

This discussion will focus on a brief but significant sampling

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<sup>18</sup>Stanley Coopersmith, *The Antecedents of Self Esteem* (San Francisco: Freeman, 1967), pp. 265-266.

<sup>19</sup>Robinson and Shaver, *op. cit.*, p. 126.

of gerontological literature which has relevance for a study involving an investigation into relationships between values and self esteem among retired people. The discussion should, however, present sufficient evidence for the likelihood of fruitful empirical research in the area of values and self esteem.

Raymond G. Kuhlen has hypothesized that there is a gradual decline in the level of self esteem with advancing age.<sup>20</sup> Evidence cited for this hypothesis comes from several sources. For instance, one study of intelligence among college professors showed that older professors made twice as many self-belittling comments while taking the intelligence test as did their younger colleagues. Another study utilized the widely known "draw a person" test. In this study records were kept which included the size of the person drawn. Men, as a group, had the tendency to draw larger people the older they got up until the age of thirty. Thereafter their figures began to shrink gradually in size with advancing age. Women, on the other hand, made drawings which increased in size until the age of forty, at which time the gradual decrease in size began. Kuhlen suggests that these drawings are usually taken as indications of the person's "self-image," and therefore may reflect downward trends in the level of positive self evaluations of persons participating in the study.

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<sup>20</sup>Raymond G. Kuhlen, "Developmental Changes in Motivation During the Adult Years," in Bernice L. Neugarten (ed.), *Middle Age and Aging* (Chicago: University of Chicago Press, 1968), pp. 115-136; "Aging and Life Adjustment," in James E. Birren (ed.), *Handbook of Aging and the Individual* (Chicago: University of Chicago Press, 1959), pp. 852-897.

Self evaluation, which is logically related to self esteem, is presented as being derived from an indeterminate number of sources. Kuhlen only generally hypothesizes about the relationships between "self-image" and other factors. He does, however, take particular note of the wide variability among the drawings of older people "indicating that reactions to the aging process vary among individuals."<sup>21</sup> Thus, there seems to be an indicated trend toward a declining level of self esteem with advancing age. This, for older people as a group, needs to be held in a balance with the additional knowledge that some older people, for unknown reasons, do not participate in the trend.

Writing in *Middle Age and Aging*, Robert C. Peck has discussed psychological developments which take place in the second half of life.<sup>22</sup> In this discussion he posits that Erik Erikson's eighth developmental stage, "Ego Integrity vs. Despair," is a symbolic, global representation of all of the various psychological crises and solutions to these crises which have occurred in the last forty or fifty years of life.

Peck, moreover, develops the thesis that the latter half of life has distinctive stages and tasks "as worthy of distinct definition and study as Erikson has devoted to the stages of early life."<sup>23</sup> Two chronological divisions are set forth for further elaboration--the

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<sup>21</sup> *Ibid.*, p. 126.

<sup>22</sup> Robert C. Peck, "Psychological Developments in the Second Half of Life," in Neugarten, *op. cit.*, pp. 88-98.

<sup>23</sup> *Ibid.*, p. 88.

Middle Age period, and the Old Age period. Within each chronological period one would expect a wide variability as to the stage of psychological development at which a person is working. Persons within an age period would experience stages of development at different chronological times.

While the Middle Age period is a broad chronological category, the psychological stages within that period are more closely related to life experiences than to chronology. Briefly put, the four stages are: 1) Valuing Wisdom vs. Valuing Physical Powers; 2) Socializing vs. Sexualizing in Human Relationships; 3) Cathetic Flexibility vs. Cathetic Impoverishment; and 4) Mental Flexibility vs. Mental Rigidity. Thus, one person, while being in the Middle Age period, might experience the stage of Cathetic Flexibility at thirty-nine years of age, while another might not experience this stage until the fifty-ninth year. "Cathetic Flexibility" is used by Peck to mean emotional flexibility--that is, the capacity and ability to "shift emotional investments from one person to another."<sup>24</sup> The crisis of this stage is normally activated when the last child leaves home, a point in time which is not restricted to a chronological age in the parents, but may occur at any time within the Middle Age period. With such a schemata, one would look at the stage of development for the organizational locus within an age period, instead of at a chronological age. Thus, if one were experiencing the crisis inherent in the stage of cathetic

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<sup>24</sup>*Ibid.*, p. 89.

flexibility one would be included in this developmental stage regardless of age. Data would then be organized along different, more flexible lines. If such an hypothesis is correct, then the variability pointed out by Kuhlen in regard to the self evaluations among older people could be studied as a function of the psychological stages of development instead of in relation to chronological age. Perhaps the reasons for this distinction will emerge more clearly as the Old Age period is discussed.

According to Peck, the Old Age period contains three stages of psychological development. Each stage can occur at any chronological age; therefore, the order in which they are presented bears no relationship to their occurrence in time, and is not intended to imply a sequential development.

The first stage consists of "Ego Differentiation vs. Work-Role Preoccupation." This stage is particularly significant and dramatic for men in our society, although there will undoubtedly be shifts in the direction of greater involvement in this stage among women in the future.

What this phrase is intended to represent is a general, crucial shift in the value system by which the retiring individual can reappraise and redefine his worth, and can take satisfaction in a broader range of role activities than just his long-time specific work role.<sup>25</sup>

Within this stage of development the key ingredients appear to be the qualities of differentiation and flexibility. There is an ability to

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<sup>25</sup>*Ibid.*, p. 90.

experience satisfaction in a variety of activities which transcend work-role preoccupations. Various alternatives can be actively pursued and valued because they flow from a sense of personal worth which transcends the vocational job. Phenomenologically, the issue looks something like this, according to Peck:

'Am I a worthwhile person only insofar as I can do a full time job; or can I be worthwhile in other, different ways--as a performer of several roles, and also because of the kind of person I am?'<sup>26</sup>

The second developmental stage involves the crisis of "Body Transcendence vs. Body Preoccupation." In this stage the issue is one of whether happiness and comfort are defined in terms of physical well being, or in terms of fulfilling interpersonal relationships and creative mental activities which transcend physical preoccupation. As Peck has put it, those who resolve the crisis in favor of "Body Transcendence" are those in whose "value system social and mental sources of pleasure and self respect may transcend physical comfort alone."<sup>27</sup> Thus, it is in the period of Old Age that one might expect this kind of value system to meet its supreme test.

The final stage of development in the Old Age period centers in issues dealing with the conflicts aroused by "Ego Transcendence vs. Ego Preoccupation." In this stage the person either is desperately trying to cling to an ego identity in the face of impending death or, in the case of transcendence, is secure in the "knowledge that one has built for a broader, longer future than any one ego could ever

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<sup>26</sup> *Ibid.*

<sup>27</sup> *Ibid.*, p. 91.

encompass."<sup>28</sup> Transcendence carries with it the implication of active participation in those acts which move beyond the boundaries of ego perpetuation, such as cultural participation and interpersonal relationships among friends and family. It is not a mere resignation to death, but it is an acceptance of death as the termination of one ego and of the possible perpetuation of those values which the person holds to be most precious.

Two major theoreticians have posed questions and hypotheses with which this study proposes to deal. Kuhlen presents evidence which is suggestive of a general decline in self esteem with advancing age past the years of thirty for men and forty for women. In addition, he takes significant note of the wide variability among the levels of self evaluation found among older people. Peck makes an initial case which ties the study of older people to the stages of psychological development rather than to chronology. This connection, if proven valid, could serve to explain the variability found by Kuhlen and others. Peck has also theorized about the importance of the value system with which one assesses life and his personal worth in that life. Both these contemporary studies deal with issues which have been raised at least since the time of William James, and which have been brought up by Adler, Horney, and Erikson, among others.

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<sup>28</sup>*Ibid.*

## CHAPTER III

### METHODOLOGY OF THE STUDY

#### I. THE HYPOTHESES

There are three criteria which the researcher holds to be necessary for the primary hypothesis. The first is that the hypothesis must lend itself to empirical testing utilizing instrumentation suitable for the purpose. Secondly, the primary hypothesis must be of current interest within the field of gerontology. And thirdly, the hypothesis must lead directly to, or serve as a necessary preliminary for, research which has significant theological implications and practical implications for a ministry with aged people. The primary hypothesis meets these three criteria and is stated as follows:

*Primary Hypothesis.* The values which aged people hold are related to the level of self esteem which they experience.

While secondary hypotheses are related directly to the primary hypothesis they do not necessarily meet the same three criteria. The secondary hypotheses are stated as follows:

*Secondary Hypothesis 1.* Aged people with moral value systems will experience a higher level of self esteem than those with either a competence value system or an indiscriminate value system.

*Secondary Hypothesis 2.* When aged people are categorized according to decade of birth, there will be no demonstrable differences



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*Secondary Hypothesis 1.* Aged people with moral value systems will experience a higher level of self esteem than those with either a competence value system or an indiscriminate value system.

*Secondary Hypothesis 2.* When aged people are categorized according to decade of birth, there will be no demonstrable differences

in their value systems when other factors are held constant.

*Secondary Hypothesis 3.* When categorized according to sex, aged women will be more likely to hold a moral value system than aged men when other factors are held constant.

## II. OPERATIONAL DEFINITIONS OF INDEPENDENT VARIABLES

The *Secondary Hypothesis 1* will be tested by comparing an independent variable, the value system, with a dependent variable, the level of self esteem. The value system will be determined by the rank ordering of eighteen instrumental values from the Rokeach *Value Survey*. The level of self esteem will be determined from the "Total P Score" on the *Tennessee Self Concept Scale*. The independent variable may be one of three value systems: moral, competence, or indeterminate. The classification of value systems is determined in the following way. Each person who takes the Rokeach *Value Survey* is faced with two tasks. The first task involves the rank ordering of eighteen terminal values which are irrelevant to the hypothesis. The second task involves the rank ordering of eighteen instrumental values. For the purposes of this study, the subject's value system is determined by how he rank orders the eighteen instrumental values.

Each person is faced with eighteen values which the researcher has labeled "moral," "competence," and "indeterminate." There are nine moral values, seven competence values, and two values which are unclassified. With the first decision a person has eighteen options, with the second there are seventeen, and so on until there is one

option only with the last remaining value. Out of the first nine decisions a person has 126 options. If a person selects five moral values in his first nine decisions, then he is said to have a moral value system. Such a system might resemble the following rank order.

1. moral
2. moral
3. competence
4. moral
5. competence
6. moral
7. unclassified
8. competence
9. moral

If, on the other hand, he selects four competence values within his first seven decisions, he is said to have a competence value system. This is to say that if a person chooses four competence values in his first 105 options, for the purposes of this study he is classified as having a competence value system. Such a system might resemble the following rank order.

1. moral
2. competence
3. moral
4. competence
5. moral
6. competence
7. competence

There is, however, a third category labeled "indeterminate." This indeterminate category is composed of those people who meet neither of the above two criteria. Such a person might have, for example, four moral values in the first nine decisions and three competence values in the first seven decisions. Such a configuration might appear as:

1. moral
2. competence
3. moral
4. competence
5. moral
6. moral
7. competence
8. competence
9. unclassified

The *Secondary Hypothesis 2* will be tested in the following way. The independent variable will be the value system while the dependent variable will be the decade of birth. It will be possible to compare groups of aged people arranged according to the decade of their birth with the three value systems. Hopefully, this comparison will show whether cohort differences are a factor in the value systems held by aged people.

The *Secondary Hypothesis 3* will be tested in the following way. The independent variable will be the value system while the dependent variable will be the sex of the subject. This will enable the researcher to discover whether or not women are more likely to have a moral value system than men.

### III. DESCRIPTION OF THE POPULATION

The subject sample used in this study consisted of 159 retired people between the ages of 63 and 92 from the Claremont area of Southern California. All subjects are residents of either Pilgrim Place or Mt. San Antonio Gardens. Both institutions are residential facilities for retired people sponsored by protestant churches. Pilgrim Place is sponsored by the United Church of Christ and is intended for the use

of retired church professionals and their spouses. Mt. San Antonio Gardens is sponsored by the United Church of Christ, also, but is open to people of both lay and clerical status, as well as to those of no religious persuasion. Both institutions, while sponsored by a particular protestant denomination, and being predominately protestant in composition, contain significant numbers of residents from a variety of religious traditions. The population of this study does not represent a cross section of society in general, nor is it necessary to have such a cross section in order for the study to be valid. Because the population is atypical, however, no results may be extrapolated with accuracy to the population at large.

Of the 159 retired people who compose the total sample, 113 or 71% come from Pilgrim Place and 46 or 29% come from Mt. San Antonio Gardens. Of the residents from Pilgrim Place 36 or 32% are men while of the residents from Mt. San Antonio Gardens 10 or 21% are men. The total population contains 46 or 29% men.

#### IV. SELECTION OF SUBJECTS

The selection of subjects was initiated by a series of preliminary procedures which included initial visits by the researcher with the administrators of the respective institutions. During these visits the goals of the project were discussed and the procedures to be followed were explained. Each administrator was encouraged to ask questions and make suggestions for inclusion in the study. Later, the chairman of the researcher's dissertation committee wrote a letter of introduction expressing enthusiasm for the project and assurance of

the educational support and guidance of the appropriate professors from The School of Theology at Claremont. In addition, the researcher wrote a letter of explanation to each administrator in which the purposes and procedures were outlined.

Because of a difference in institutional policies it was necessary to follow different procedures from this point forward in the selection of subjects. At Pilgrim Place the researcher was introduced to several residents who had an interest in gerontological issues. With these people, who numbered 12, a pre-test was held and procedures were reviewed and discussed. Several helpful suggestions and revisions were incorporated into the study as a result of this pre-test. Those residents who participated in the pre-test were not included in the final gathering of data.

Other opportunities for contact with residents arose when the researcher was invited to attend a luncheon with about 40 people in attendance. At this time those people present were introduced to the researcher and his project and were informed that they would be receiving a letter in regard to the study at a later date. In addition, a brief notice was placed in the institutional newspaper in regard to the project. So, at Pilgrim Place there were numerous opportunities for the project to be presented in a favorable light to the residents prior to the initial written contact between the researcher and the residents.

Following these initial contacts a personalized form letter was mailed to each resident at his home. This letter briefly

introduced the researcher, stated in a general way the purpose of the study and made a request for volunteers to participate in the project. Two hundred eighty-seven of these introductory letters were mailed. A copy of the letter appears in the appendix. Each envelope contained a stamped post-card which the volunteer was to sign and mail to the researcher if he desired to participate in the project. Of the 287 letters mailed to residents of Pilgrim Place 151 or 52% returned signed post cards indicating a desire to volunteer.

At Mt. San Antonio Gardens a slightly different procedure was followed in the selection of subjects. This variation in the procedures of selection was necessitated by the institutional policy which prohibited the researcher from gaining access to a mailing list of all residents of the institution. Instead, non-personalized form letters were placed in unaddressed envelopes in the "notice boxes" of the residents. Four hundred eight of these letters were distributed. From this initial contact seventy-three signed post-cards were received.

Two hundred eighty-seven letters were sent to the residents of Pilgrim Place and 151, or fifty-two percent, returned signed post-cards. Four hundred eight letters were sent to the residents of Mt. San Antonio Gardens and seventy-three, or seventeen percent, returned signed post-cards. Perhaps the discrepancy could be attributed to the lack of pre-test publicity and the use of non-personalized form letters at Mt. San Antonio Gardens.



## V. METHOD AND PROCEDURE OF DATA COLLECTION

Those residents who agreed to participate in the study by mailing a signed post-card to this effect to the researcher were considered to be volunteers. These volunteers were either handed, or received in their mail box or notice box, a nine by twelve manila envelope addressed to the researcher and carrying sufficient postage. The manila envelope contained the following material: a brief letter of instruction which thanked the volunteer for his participation in the study and encouraged him to telephone the researcher in the event he encountered difficulties in taking the test; one 3 page instrument designed to elicit demographic and biographic data; one *Tennessee Self Concept Scale Test Booklet*; one answer sheet for the T.S.C.S. (form C & R); and one Rokeach *Value Survey* (form D).

Of the initial 224 volunteers 205 or 91% had returned the test batteries without further prompting at the time of this writing. Of those 224 originally sent out 160 or 71% were complete and used as data material for the study. Forty-five or 21% of the returned test batteries were disqualified as a result of blank or incomplete tests. Of the remaining 19 or 8% of the test batteries yet to be returned, it is assumed that close to 21% would be unusable. This leaves a total of 15 or 6% which, if returned in time, would have been included in the study.

Volunteers failed to return acceptable test materials for a variety of reasons including: failing eyesight (which made it difficult to align the T.S.C.S. Test Booklet with the appropriate answer

sheet); sickness; failure to follow instructions; disagreement with questions or procedures; and lack of interest. In view of the difficulties encountered in the self administration of the test batteries utilized, and the time commitment required for the completion of the material, those 160 subjects who responded appropriately would appear likely to compose a group of alert and persistent retired people, perhaps even considerably more alert and persistent than their peers from a cross section of society.

## VI. DESCRIPTION OF RESEARCH INSTRUMENTS

### Biographical Data

Biographical and demographic data was gained through the completion of a 16 item multiple choice questionnaire designed to elicit significant information theorized to be relevant for the level of self esteem experienced by the subjects. Pre-test sessions indicate that the average person from the subject population can easily complete all of the items on the instrument in less than 5 minutes. In writing and typing the instrument considerable care was taken to insure the readability of the test through the utilization of capitalized type throughout and adequate spacing between items.

Test items were selected following an extensive review of the literature designed to discover factors to which self esteem had been theoretically, clinically, or experimentally linked. Potentially significant factors were listed and collated into a final list of items from which the questionnaire was constructed. Questions were designed

to gain information in the following areas of concern: age; sex; educational level; marital status; grief; residential instability; length of retirement; income fluctuations; interpersonal isolation; health and mobility. The entire instrument appears in the appendix.

### Tennessee Self Concept Scale

The level of self esteem experienced by volunteers was assessed by an instrument which met the following criteria:

1. the instrument had to have been published and commercially available
2. it had to have been reviewed in at least 4 published articles
3. data as to reliability and validity had to be readily available in published form
4. the instrument had to be suitable for delivery through the mail
5. the test had to be one which could be self-administered
6. volunteers should have to spend on the average less than 30 minutes in taking the test
7. the instrument had to have been used in at least 4 published studies of self esteem which were congruous with the present study.

The only instrument known to the researcher which adequately fulfilled these 7 criteria was the *Tennessee Self Concept Scale* developed by William Fitts.<sup>1</sup> This test battery consists of 100 self-descriptive items presented in a Likert-type format. With his responses to these test items on a scale from "completely false" to "completely true" the

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<sup>1</sup>William H. Fitts, *Tennessee Self Concept Scale* (Nashville: Counselor Recordings and Tests, 1965).

subject can portray his own view of himself.

The answer sheet is divided into 15 cells of 5 vertical columns and 3 horizontal rows. The vertical columns contain responses to items which have been sorted into the following categories.<sup>2</sup>

A) *Physical Self*. With responses to this category the volunteer portrays how he views his physical body, the functions of this body, health, and sexuality.

B) *Moral-Ethical Self*. These responses indicate how a person feels about his moral worth, whether he feels basically "good" or basically "bad," and whether or not a person is satisfied with his relationship/lack of relationship with God.

C) *Personal Self*. The responses in this category are designed to enable a person to express how he feels about his traits of personality apart from his physical and interpersonal relationships. This category approaches the sense of personal worth or level of self esteem with which the study is most concerned.

D) *Family Self*. Within this category the responses indicate how adequate and worthwhile a person feels as a member of his immediate family.

E) *Social Self*. Responses indicate how adequately a person

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<sup>2</sup>William H. Fitts, *Tennessee Self Concept Scale: Manual* (Nashville: Counselor Recordings and Tests, 1965), pp. 2-3.

experiences himself in social involvement with other people.

Each of the five categories represents an external frame of reference in the sense that a person is evaluating some aspect of his personality or functioning or attributes in reference to a social ideal which is external to the person. Of course, the person taking the test could have internalized this frame of reference as his personal ideal and not just an ideal held by society.

The horizontal rows, on the other hand, are designed to enable a person to describe himself from a more phenomenological frame of reference. Essentially, what is involved is nothing more than a new classification of the same data gathered in the previous 5 vertical columns. Thus, each response is evaluated both vertically and horizontally. The horizontal rows consist of the following 3 categories.

1) *Identity*. With these items the person describes how he sees himself or what it is that he sees.

2) *Self Satisfaction*. In this category the person responds with how he feels about the perceived self from row 1.

3) *Behavior*. With these items the person indicates how he perceives that he functions.

*Total P Score*. Each classification, vertical and horizontal, contributes a score called the "Total P Score." The author states that the score "is the most important single score . . . It reflects

the overall level of self esteem."<sup>3</sup> Those who score high on this scale tend to like themselves and feel that they are persons of worth and value. Generally, they appear to have confidence in themselves. Their behavior reflects their self esteem. This is a summation score and is composed of all 90 items on the test (there are 10 L items adapted from the MMPI).

While the 5 x 3 classification scheme is interesting and undoubtedly organizes the data in ways which are useful for other projects, there is a serious problem psychometrically in that the scores appear abnormally high in their intercorrelation (.70-.90). This would indicate that instead of measuring different phenomena they are, in fact, measuring essentially the same phenomenon. In addition, each columnar score and each row score is based on a pool of items shared with other columns and rows, which would tend to elevate the intercorrelation scores also. The Total P Score reflects the composite level of self esteem, which is the phenomenon of concern to the researcher. All of these factors have led the researcher to decide that the Total P Score will be the sole measure of self esteem employed in the study.

Test-retest reliability of .92 for the Total P Score has been established for a group of 60 college students over a two week period. This would indicate that within this period of time the Total P Score or self esteem level was remarkably stable. The author also reports

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<sup>3</sup>*Ibid.*, p. 2.

"the remarkable similarity of profile patterns found through repeated measures of the same individuals over long periods of time."<sup>4</sup> This evidence coupled with the findings of Stanley Coopersmith's work (see pp. 24-25 of Chapter II) indicates that global self esteem is a fairly stable phenomenon under normal circumstances.

William H. Fitts, the author of the scale, reports four types of validity for his scale: content; discrimination between groups; correlations with other measures; and personality changes under particular conditions. Within each of these categories sufficient evidence is presented to warrant faith in the instrument in view of the purposes of the study and the procedures utilized.<sup>5</sup>

#### Rokeach Value Survey

The discussion in this chapter on the *Value Survey* presupposes the reader's familiarity with the material presented in the second chapter on pages 15-17. Extensive literature is available in regard to test-retest reliabilities for the *Value Survey*. Halgren Tests, the publisher of the instrument, reports the following reliabilities for college students on the instrumental value scale.

time between test-retest	reliability
3 weeks	.72
4.5 weeks	.70
7 weeks	.71
14-16 months	.616

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<sup>4</sup>*Ibid.*, p. 15.

<sup>5</sup>*Ibid.*, pp. 17-30.

<sup>6</sup>Information supplied by Halgren Tests, 873 Persimmon Avenue, Sunnyvale, CA. 94087, on a mimeographed sheet.

Several studies have investigated the Value Survey from the standpoint of correlating behavior and the rank ordering of particular values, such as honesty. In each study the results have upheld the thesis that the rank ordering of values has demonstrable behavioral components.<sup>7</sup>

## VII. METHOD OF ANALYZING THE DATA

The methodology utilized in the analysis of data will be widely used and accepted statistical tests of significance and variance. No attempt will be made to defend their validity. Face validity is claimed. Specifically, the  $\chi^2$  methodology will be employed to determine whether the value system an aged person maintains is related to his level of self esteem in more than a chance fashion. In addition the  $\chi^2$  methodology will be utilized to evaluate the statistical relationships between the three possible value systems and the biographical and demographical data. This analysis of significance will answer secondary hypotheses 2 and 3, and will help to ascertain whether the primary hypothesis is upheld. The second statistical methodology employed will be that of a one-way analysis of variance. With this test the researcher will examine the data to determine whether there is greater variance among persons within a particular value group than between value groups. This test will determine, for example, whether

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<sup>7</sup>R. L. Shotland, "Behavioral Validation of Several Values from the Rokeach Value Scale as an Index of Honesty," *Journal of Applied Psychology*, LIV (October 1970), 433-435.



there is greater variance in levels of self esteem among people with a moral value system than there is between those with a moral value system and those with a competence value system. In other words, whether people from sub-group A vary more among themselves than they do from people within sub-group B. Following the establishment of this fact it will be possible to determine whether there is a greater variability between sub-groups than within sub-groups. The researcher will therefore be able to determine whether aged people with a moral value system have a higher level of self esteem than those with a competence value system beyond mere chance probabilities. The greater the difference in self esteem between value groups the more one can assume that the variable of the value system has been operative.

## CHAPTER IV

## PRESENTATION OF DATA

Chapter IV consists of a presentation of the raw data gained from the administration of three test batteries. The three sections of this chapter correspond to the three self-contained units of information gained from testing. No attempts are made in this chapter to interrelate biographical, value and esteem data. Instead, the purpose is to present fully all data as it stands. To accomplish this task each sub-unit of information will be discussed and presented in chart form for visual inspection.

## I. BIOGRAPHICAL DATA

*Place of Residence.* Of the 159 subjects who volunteered to participate in the study and returned complete test batteries, 113 were residents of Pilgrim Place and 46 were residents of Mt. San Antonio Gardens. Thus, 71.1 percent of the subjects came from Pilgrim Place, while 28.9 percent came from Mt. San Antonio Gardens.

	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Pilgrim Place	113	71.1
Mt. San Antonio Gardens	<u>46</u>	<u>28.9</u>
Total	159	100.0

*Sex.* Most of the subjects were female, 116, with 42 who were male. Seventy-three percent were therefore female and 26.4 percent

were male.

<u>Sex</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Men	42	26.4
Women	<u>116</u>	<u>73.0</u>
Total	158	99.4 <sup>a</sup>

<sup>a</sup>One subject failed to indicate sex.

*Decade of Birth.* Most of the volunteers are between the ages of 72 and 81 (91 subjects, or 57.2 percent). It is interesting to observe also that 42 volunteers, or 25.8 percent, are between the ages of 82 and 91. The youngest group contains 26 subjects (16.4 percent) who are between the ages of 62 and 71.

<u>Birth Decade</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
1880-1889	41	25.8
1890-1899	91	57.2
1900-1909	<u>26</u>	<u>16.4</u>
Total	158	99.4 <sup>a</sup>

<sup>a</sup>One subject failed to indicate decade of birth.

*Length of Present Residence.* As a group, the sample should be fairly well "settled" in their retirement home due to the fact that 127, or 79.9 percent, have lived at their present residence for two years or more. Eleven subjects (6.9 percent), on the other hand, have moved within the past six months. Eight, or 5 percent, have lived at their present address between seven and twelve months. The

remainder, 12, or 7.5 percent, have been at their current home for thirteen to twenty-three months.

<u>Length</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
6 months or less	11	6.9
7-12 months	8	5.0
13-23 months	12	7.5
24 months or more	<u>127</u>	<u>79.9</u>
Total	158	99.3 <sup>a</sup>

<sup>a</sup>One subject failed to indicate length of residence.

*Length of Retirement.* This variable presents one of the interesting sex-role distinctions between men and women. Many women who said they had been retired for a certain length of time would add a note to the effect that "my husband retired then. . . . I still work." Another observation would be that the group is composed mostly of subjects (151 or 95 percent) who have been retired for two years or more. Thus, the sample would seem to indicate that (for sheer numbers of subjects) "Recent retirement" would not be a significant variable on either the value category or the level of self esteem.

<u>Retirement</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
6 months or less	1	.6
7-12 months	3	1.9
13-23 months	4	2.5
24 months or more	<u>151</u>	<u>95.0</u>
Total	159	100.0

*Marital Status.* The uniqueness of the sample is again evident in the fact that 49, or 30.8 percent, of the volunteers are single and have never been widowed or divorced. As could be expected for this age group, 45, or 28.3 percent, have been widowed. Only two subjects are divorced for a 1.3 percent of the total. The remaining 63, or 39.6 percent, are presently married.

<u>Marital Status</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Single	49	30.8
Widowed	45	28.3
Divorced	2	1.3
Married	<u>63</u>	<u>39.6</u>
Total	159	100.0

*Length of Current Marital Status.* As a group, the subjects have experienced very few deaths, divorces, or marriages during the past year. One hundred forty-nine, or 93.7 percent, have maintained their current marital status for 24 months or longer. Six, or 3.8 percent, have experienced a change within the past 13 to 23 months, while only one, or .6 percent, has experienced a change within the past 7 to 12 months. Three subjects, or 1.9 percent, have either been married, divorced or widowed within the past year. Again the subjects as a group display stability in one more significant area in life.

<u>Length/Status</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
6 months or less	3	1.9
7-12 months	1	.6
13-23 months	6	3.8
24 months or more	<u>149</u>	<u>93.7</u>
Total	159	100.0

*Highest Level of Education.* The sample of subjects represents a highly educated sub-group of people when compared to society as a whole. For example 67, or 42 percent, hold a college degree as their highest educational level. Thirty-three, or 20.8 percent, hold the masters degree, with another 31, or 19.5 percent, with a professional degree. Eleven volunteers hold an academic doctorate, Ph.D., Th.D. or Ed.D. The level of education is quite obvious for the group when it is realized that 47.2 percent hold graduate degrees.

<u>Education</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
High School	17	10.7
College Degree	67	42.1
Masters Degree	33	20.8
Professional	31	19.5
Ph.D., Th.D., Ed.D.	<u>11</u>	<u>6.9</u>
Total	159	100.0

*Income Stability.* One hundred forty-one, or 88.7 percent, of the subjects report that their income was fairly stable during the past year, neither increasing or decreasing by more than 30 percent.

Nine, or 5.7 percent, reported a 30 percent increase, while only six, or 3.8 percent, reported a 30 percent decrease. As a group, the income level has remained quite stable throughout the year preceding the administration of the test batteries.

<u>Income</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
30% Increase	9	5.7
Remained Stable	141	88.7
30% Decrease	<u>6</u>	<u>3.8</u>
Total	156	98.1 <sup>a</sup>

<sup>a</sup>Three subjects failed to respond to this item.

*Perceived Adequacy of Current Income.* This question allows a subject to respond with whether or not his current income is sufficient for his own needs. As is apparent, the question is subjective in that no attempt was made to clarify adequacy or sufficiency. Instead each subject was allowed to respond in terms of his own personal frame of reference. One hundred twenty-two, or 76.7 percent, of the volunteers thought that their income was sufficient, while 30, or 18.9 percent, thought that it was "more than enough." Thus, over 152, or 95.6 percent, of the sample responded that their income was "sufficient" or better.

<u>Income Adequacy</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Inadequate	6	3.8
Sufficient	122	76.7
More than Enough	<u>30</u>	<u>18.9</u>
Total	158	99.4 <sup>a</sup>

<sup>a</sup>One subject failed to respond.

*Present Level of Health.* Of the 159 volunteers 95 percent (151) reported that their health was "average" or "good." Each person was allowed to respond from his own frame of reference which affirms again that 95 percent perceived themselves to have at least "average" or better health. Only eight subjects, or 5 percent, reported poor health.

<u>Health</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Poor	8	5.0
Average	54	34.0
Good	<u>97</u>	<u>61.0</u>
Total	159	100.0

*Time Confined to Bed.* One hundred thirty-five, or 84.9 percent, of the volunteers had spent a total of one week or less confined to bed during the twelve months preceding the test batteries. Fourteen, or 8.8 percent, had been in bed between one and three weeks, while only ten, or 6.3 percent, had been confined to bed for four weeks or more. As a total group the sample appears rather healthy when time confined to bed is taken as a criterion.



<u>Bed. Confinement</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
1 week or less	135	84.9
1-3 Weeks	14	8.8
4 weeks or more	<u>10</u>	<u>6.3</u>
Total	159	100.0

*Degree of Personal Mobility.* Only one subject, or .6 percent, reports being confined to his room, while 15, or 9.4 percent, need assistance (cane, wheelchair, etc.) to move about. This leaves 142, or 89.3 percent, who are able to move about freely. Again, the basic health of the sample emerges quite clearly.

<u>Mobility</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Able to walk about freely	142	89.3
Able to move with assistance	15	9.4
Confined to Room	<u>1</u>	<u>.6</u>
Total	158	99.3 <sup>a</sup>

<sup>a</sup>One subject failed to respond.

*Frequency of Contact with Family.* The majority of the subjects, 111, or 69.8 percent, report some contact with members of their family twice monthly or more often. The sample, when viewed as a group, is not isolated from contact with members of their families. "Contact" was not defined, nor was "family," and each subject was allowed to interpret the words for their own purposes. The importance of the item lies in the high percentage of the subjects who report some

familial contact on a frequent basis.

<u>Family Contact</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Weekly or more	76	47.8
Twice monthly	35	22.0
Once a month	23	14.5
Every 2-3 months	16	10.1
Once or twice a year	5	3.1
Never	<u>2</u>	<u>1.3</u>
Total	157	98.8 <sup>a</sup>

<sup>a</sup>Two subjects failed to respond.

*Frequency of Visits with a Close Friend.* The response to this item, when coupled with the previous reports of family contacts and the data to follow, supported the contention that the sample is composed largely of individuals who have interpersonal contacts. One hundred twenty-eight, or 80.5 percent, of the subjects report weekly (or more often) visits with a friend. The other figures are much less dramatic and can be observed in the chart below.

<u>Visits/Friends</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Weekly or more	128	80.5
Twice monthly	12	7.5
Once a month	5	3.1
Every 2-3 months	6	3.8
Once or twice a year	5	3.1
Never	<u>2</u>	<u>1.3</u>
Total	158	99.4 <sup>a</sup>

<sup>a</sup>One subject failed to respond.

*Number of Clubs or Groups Participated In.* This item, when coupled with the next one, comprises a generalized index of social activity which involves interpersonal relations. As a group, members of the sample participate in a goodly number of activities. For instance, 89, or 56 percent, belong to three or more clubs or organizations. Thirty-seven, or 23.3 percent, are in at least two groups, and 19, or 11.9 percent, belong to only one. But, 145, or 91.2 percent, belong to one or more clubs or organizations. So, as a group, individuals are affiliated.

<u>Number of Clubs</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
None	12	7.5
One	19	11.9
Two	37	23.3
Three or More	<u>89</u>	<u>56.0</u>
Total	157	98.7 <sup>a</sup>

<sup>a</sup>Two subjects failed to respond to this item.

*Activity Level.* As one index of social activity, the volunteers were asked how many meetings they attended per week. As could be expected, 135, or 84.9 percent, attended at least one organized meeting. Again, this is an active group.

<u>Meetings A Week</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
None	22	13.8
One	55	34.6
Two	37	23.3
Three or More	<u>43</u>	<u>27.0</u>
Total	157	98.7 <sup>a</sup>

<sup>a</sup>Two volunteers did not answer.

## II. SELF ESTEEM

The Self Esteem scores had a mean of 353.258. The minimum was 205 and the maximum was 423. This contributed a range of 218. The median was 355.75. A standard deviation of 30.222 was recorded. In terms of this sample, the percentiles appear in the following chart.

<u>Percentiles</u>	<u>Self Esteem Scores</u>	<u>Number of Subjects</u>
0-09	205-317	15
10-19	318-330	15
20-29	332-338	17
30-39	339-347	16
40-49	348-354	16
50-59	356-361	15
60-69	362-367	14
70-79	368-376	19
80-89	378-390	16
90-100	<u>393-423</u>	<u>16</u>
Mean	353.258	Total 159

These scores for Self Esteem correspond to those norm scores reported in the Manual for the Tennessee Self Concept Scale. The only major difference would be a slight elevation in the sample which serves as another indication of the health and generally positive conditions of the subjects who completed the test batteries.

### III. VALUE SYSTEMS

Of the subjects, 77.4 percent had a Moral Value System; 13.2 percent had a Competence Value System; and 9.4 percent had an Indeterminate Value System. Absolute numbers are 123 in the category of Moral Value System, 21 in the category of Competence Value System, and 15 in the category of Indeterminate Value System.

<u>Value System</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Moral	123	77.4
Competence	21	13.2
Indeterminate	<u>15</u>	<u>9.4</u>
Total	159	100.0

Another way to categorize the data would be to contrast those subjects who had a Moral Value System with those who had Other Value Systems. With the data divided in this manner, there would be 123, or 77.4 percent, with Moral Value System and 36, or 22.6 percent, with Other Value Systems.

<u>Value System</u>	<u>Number of Subjects</u>	<u>Percentage of Total</u>
Moral	123	77.4
Other	<u>36</u>	<u>22.6</u>
Total	159	100.0

#### IV. SUMMARY

From the above raw data, several observations are apparent. First of all, the sample is composed of active, healthy, and financially secure individuals who have not suffered a recent death in their immediate family. They indicate that they are a stable population in that they have been retired for a considerable length of time and have not recently moved into a new residential location. In addition, they are highly educated and verbal (many volunteers wrote letters in addition to completing their test batteries). Almost one-fourth of the subjects have value systems other than moral value systems. As a whole the population tends toward a slightly higher level of self esteem than the population on which the norms for the Tennessee Self Concept Scale were based. This is coupled with the fact that there was less variability between scores among the present sample than among the norm sample. All of these factors make their contribution to the overall uniqueness of the subject sample employed in this study.

## CHAPTER V

### FINDINGS, DISCUSSION, IMPLICATIONS AND CONCLUSION

This chapter consists of two parts. The first part contains a presentation of those analyses which relate to the primary hypothesis and the secondary hypotheses. This is followed by a brief discussion of the findings. The second part of the chapter consists of a discussion of the implications and conclusions which may be made as a result of the study.

#### I. ANALYSES OF THE DATA WHICH RELATE TO THE FOUR HYPOTHESES

##### Primary Hypothesis

The values which aged people hold are related to the level of self esteem which they experience.

This hypothesis was investigated and analyzed in two ways. The first analysis consisted of a chi square test for a significant relationship in which there were three value system groups and four self esteem groups. The three value systems were: 1) Moral Value System--those subjects who ranked five moral values in their first nine choices; 2) Competence Value System--those subjects who ranked four competence values in their first seven choices; and 3) Indeterminate Value System--those subjects who had neither a Moral Value System nor a Competence Value System, but instead had some elements of both.

The four groups of Self Esteem Levels were composed of categories formed on the basis of a one standard deviation division of the sample. The four groups were: 1) Self Esteem Level--those subjects who scored less than 323.5; 2) Self Esteem Level--those subjects who scored between 323.5 and 353.5; 3) Self Esteem Level--those subjects who scored between 353.5 and 383.5; and 4) Self Esteem Level--those subjects who scored higher than 383.5. The chi square table appears on p. 63.

On the basis of the chi square test, there is a probability of .95 that the relationship between subjects divided into value groups and self esteem groups is a chance relationship. The primary hypothesis, therefore, is not supported by the chi square test.

A second analysis of the primary hypothesis consisted of an analysis of variance utilizing the three value systems as the independent variable and self esteem scores as the dependent variables. The table for this analysis appears below.

Source	Sum of Squares	Degrees of Freedom	Mean Square	"F"
Between	2848.000	2	1424.000	1.570
Within	141472.000	156	906.872	
Total	144320.000	158		

For the analysis of variance test to support the primary hypothesis, the "F" score, which was 1.570, would have needed to be at least 3.07 for a level of probability at .05. The primary hypothesis, therefore, is not supported by the analysis of variance test.



Table 5.1  
Chi Square Table for Three Value System Groups  
and Four Self Esteem Groups

Esteem	Moral Value System	Competence Value System	Indeterminate Value System	Raw Total
1.00 <sup>1</sup>	16	2	3	21
A <sup>a</sup>	76.2	9.5	14.3	13.2
B <sup>b</sup>	13.0	9.5	20.0	
C <sup>c</sup>	10.1	1.3	1.9	
2.00 <sup>2</sup>	43	8	5	56
A <sup>a</sup>	76.8	14.3	8.9	35.2
B <sup>b</sup>	35.0	38.1	33.3	
C <sup>c</sup>	27.0	5.0	3.1	
3.00 <sup>3</sup>	44	10	5	59
A <sup>a</sup>	74.6	16.9	8.7	37.1
B <sup>b</sup>	35.8	47.6	33.3	
C <sup>c</sup>	27.7	6.3	3.1	
4.00 <sup>4</sup>	20	1	2	23
A <sup>a</sup>	87.0	4.3	8.7	14.5
B <sup>b</sup>	16.3	4.8	13.3	
C <sup>c</sup>	12.6	0.6	1.3	
Column Total	123	21	15	159
	77.4	13.2	9.4	100.0

<sup>1</sup>Self Esteem Score less than 323.5.

<sup>a</sup>Row Percentage.

<sup>2</sup>Self Esteem Score between 323.5 and 353.5.

<sup>b</sup>Column Percentage.

<sup>3</sup>Self Esteem Score between 353.5 and 383.5.

<sup>c</sup>Total Percentage.

<sup>4</sup>Self Esteem Score higher than 383.5.

CHI SQUARE = 3.20637 with 6 degrees of freedom.

LEVEL OF PROBABILITY = .95

Data which was used in the computations of the table at the bottom of page 62 is presented below. It will be observed readily that the mean scores differ slightly. However, the difference in means could be explained quite acceptably by the standard deviations in each group, which overlap the mean scores.

Value System	Sum	Sum Squared	Number	Mean	Std. Dev.
Moral	43696.000	15620934.000	123	355.252	28.321
Competence	7353.000	2585327.000	21	350.143	23.158
Indeterminate	5119.000	1779843.000	15	341.267	48.477

On the basis of these two tests, chi square and analysis of variance, the researcher concludes that self esteem does not differ significantly among the three value systems utilized for the categorization of data.

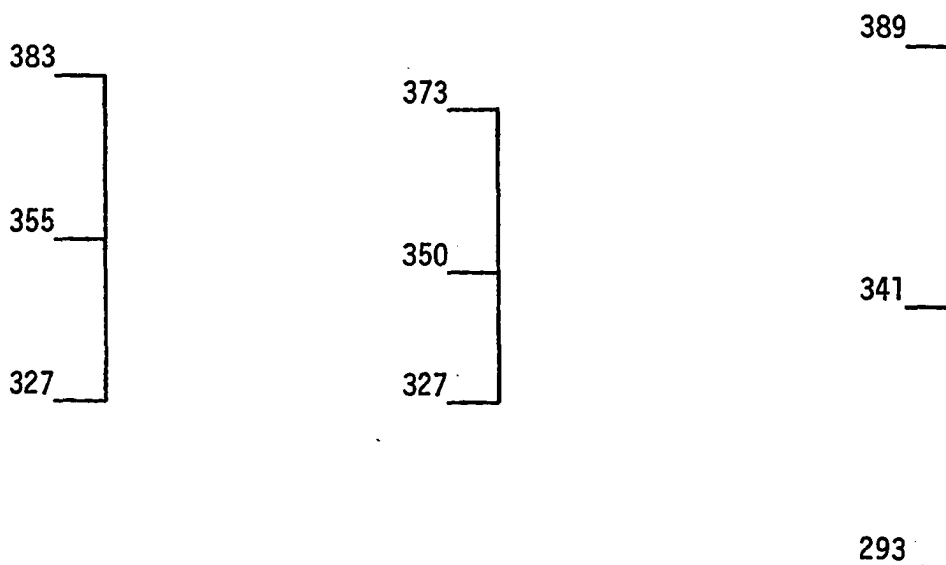
#### Secondary Hypothesis 1

Aged people with moral value systems will experience a higher level of self esteem than those with either a competence value system or an indeterminate value system.

While the mean self esteem score for those subjects who have a moral value system higher (355) than the mean score for those subjects who have a competence value system (350) or those who have an indeterminate value system (341), the previous analysis of variance test has shown that this difference is not significant in view of the

variability in scores found within each group. This secondary hypothesis is not upheld by the evidence and is therefore rejected. The graph below will help to visualize the range of scores found in each value system.

400



200

Moral Values

Competence Values

Indeterminate Values

### Secondary Hypothesis 2

When aged people are categorized according to decade of birth, there will be no demonstrable differences in their value systems when other factors are held constant.

The secondary hypothesis 2 was analyzed using the chi square test for significant relationship. The sample was divided according

to value systems, as in the previous cases, and decade of birth. When organized in these categories, the data appears as follows:

Value System	No Answer	1880-1889	1890-1899	1900-1909	Row Total
Moral	1	29	72	21	123
A <sup>a</sup>	0.8	23.6	58.5	17.1	77.4
B <sup>b</sup>	100.0	70.7	79.1	80.8	
C <sup>c</sup>	0.6	18.2	45.3	13.2	
Competence	0	9	9	3	21
A <sup>a</sup>	0.0	42.9	42.9	14.3	13.2
B <sup>b</sup>	0.0	22.0	9.9	11.5	
C <sup>c</sup>	0.0	5.7	5.7	1.9	
Indeterminate	0	3	10	2	15
A <sup>a</sup>	0.0	20.0	66.7	13.3	9.4
B <sup>b</sup>	0.0	7.3	11.0	7.7	
C <sup>c</sup>	0.0	1.9	6.3	1.3	
Column Total	1	41	91	26	159
	0.6	25.8	57.2	16.4	100.0

<sup>a</sup>Row Percentage.

<sup>b</sup>Column Percentage.

<sup>c</sup>Total Percentage.

CHI SQUARE = 4.29907 with 6 degrees of freedom.

LEVEL OF PROBABILITY = .70

On the basis of the chi square test there is a probability of .70 that the relationship between subjects divided into value groups and decade of birth groups is a chance relationship. Therefore, the hypothesis is upheld. The researcher is confident that for the subject population tested there is no significant relationship between decade of birth and value system. There are no cohort differences in value systems in the subject population when the three value categories

are utilized as the categories of comparison.

### Secondary Hypothesis 3

When categorized according to sex, aged women will be more likely to hold a moral value system than aged men when other factors are held constant.

This hypothesis was tested using the chi square methodology with the same three value categories and the population divided according to sex. The results of this test appear on the following page.

The results of the chi square test indicate a probability of .20 that the relationship between sex and value systems is due to chance. The results are not significant, and the evidence fails to support the hypothesis. The hypothesis is rejected.

### Discussion of the Findings

While the evidence fails to support the primary hypothesis, it does not establish the opposite of the hypothesis either. There is no basis for assuming that values are unrelated to self esteem among aged people. It is fair to conclude decisively, however, that the level of self esteem experienced by aged people in the three value systems does not differ significantly. One subject is as likely to have a certain level of self esteem in one value category as in another. While the levels of self esteem show a wide range, one may not conclude that any one score is in any significant way dependent on one category of

TABLE 5.5

Chi Square Table for Three Value System Groups  
and Test Population Divided According to Sex

Value System		No Response	Female	Male	Row Total
Moral		1	95	27	123
	<sup>a</sup>	0.8	77.2	22.0	77.4
	<sup>b</sup>	100.0	81.9	64.3	
	<sup>c</sup>	0.6	59.7	17.0	
Competence		0	11	10	21
	<sup>a</sup>	0.0	52.4	47.6	13.2
	<sup>b</sup>	0.0	9.5	23.8	
	<sup>c</sup>	0.0	6.9	6.3	
Indeterminate		0	10	5	15
	<sup>a</sup>	0.0	66.7	33.3	9.4
	<sup>b</sup>	0.0	8.6	11.9	
	<sup>c</sup>	0.0	6.3	3.1	
Column Total		1	116	42	159
		0.6	73.0	26.4	100.0

<sup>a</sup>Row Percentage.

<sup>b</sup>Column Percentage.

<sup>c</sup>Total Percentage.

CHI SQUARE = 6.67537 with 4 degrees of freedom.

LEVEL OF PROBABILITY = .20

values as used in this study.

Likewise, one may not make predictions of the value system a person is likely to hold with any probability of success when this prediction is based on knowledge of the sex of the person. This statement is certainly true for the subject population employed in the study and may or may not be true for other populations.

With the present population it has been demonstrated that the age of a subject, when categorized according to decade of birth, gives no significant information about the value system that subject is likely to hold. There are no cohort differences in the value systems reported by the subjects who completed the test batteries, which may or may not be true for other populations.

## II. DISCUSSION OF THE CONCLUSIONS DRAWN FROM THE STUDY AND IMPLICATIONS FOR FUTURE RESEARCH

The biographic data which was presented in chapter four led the researcher to conclude that the present study has utilized a highly unique subject population for the study. As an example, when compared to the total population, the subjects of this study are on the average, highly educated and financially secure individuals. Moreover, when all of the demographic data is included in the consideration, the subject population is remarkably homogenous. For example, ninety-five percent have been retired for more than two years and 95.6 percent perceive their income to be "sufficient" or "more than enough." At least a college education or better is held by 89.3 percent, and so forth.

These facts of homogeneity are being emphasized because of their uniqueness. Being a homogeneous population might have influenced the outcome on several tests of significant relationship, or it might have no significant influence. This is speculative and cannot be established on the basis of present knowledge. However, the subjects who compose the present population, by virtue of their homogeneity, comprise a population which would be extremely difficult, if not impossible, to duplicate in other areas of the country. Thus, the present population can comprise a residentially stable, highly educated and financially secure base line from which future studies might make comparison on the basis of departure from selected socio-economic variables. Or, the present subject population can provide a nucleus to which other less well educated, financially insecure individuals could be added to give an increased measure of heterogeneity to the study, which might or might not lead to different conclusions.

One conclusion, which is based on the homogeneity of the present population, has implications for future studies of the relationship between values and self esteem among the aged. The conclusion is that where the existence of a homogeneous population might be suspected to exist, one can reasonably expect a narrow range of variability on significant demographic indices and other categories of organization. The usefulness of broad, logical categories (such as the three value systems) for the organization of data serve a limited purpose which restricts the predictive power of conclusions in such homogeneous situations.



As a result, while the study presents unambiguous results for the relationship between the three value systems and the level of self esteem experienced by subjects, few predictions may be made with any significant probability of accuracy on the basis of these results. The fault does not necessarily lie in the research design itself in that it was impossible to predict prior to the initiation of research the extremely subtle interrelationship between values and self esteem which the value system failed to accurately reflect with any measure of precision. Perhaps the three value categories might have been more useful had the population involved several hundred heterogeneous volunteers. This, however, is extremely speculative and there is no basis to assume such a degree of usefulness in view of the concrete results obtained.

However, it is safe to assume that the current study would have increased trustworthiness with the addition of more subjects in the competence and indeterminate value categories. With such an expansion of the value groups there would be a concomitant decrease in the likelihood that the variability in self esteem scores could be attributed to the operation of mere chance probabilities. In any future continuation of the research this recommendation will be followed, of course.

Instead, the clear implications for future research appear twofold: The first is to continue the present study utilizing the same methodology and categories with only the addition of new subjects from more diverse populations. This would help to either conclude that the three value systems have no significant relationship to the level of

self esteem regardless of population diversity, or it would modify the conclusions in regard to the four hypotheses of the study.

The second implication for future studies of the problem has to do with the addition of numerical relationships as the organizing principle for value categories. Instead of three logical categories, there would be many more possibilities for the organization of data from the two parts of the Value Survey. Each value would have a rank ordering of from one to eighteen which could be compared to the self esteem and demographic data in a wide variety of ways including: an individual comparison; a paired comparison using the same numerically rank ordered value from both parts of the Value Survey; a sub-group comparison; and a paired comparison using all values from both parts of the survey.

Such an organization of the data would, of course, involve extensive work in the development of new computer programs as well as the development of new hypotheses to fit the new organization of the data. But it does hold the possibility of detecting the presence of subtle relationships between values and self esteem which the present categories simply were not capable of clearly delineating in a meaningful way.

The addition of numerical categories for the organization of value data could be undertaken in parallel with the continued use of the three value systems employed in the present study. In addition, the raw data which is currently in the possession of the researcher could be subjected to a new analysis based on the principles outlined

above for the development of different value categories. All present data would therefore be included in any future studies utilizing the same units of information.

Throughout the present section there have been references to the presence of subtle relationships between values and self esteem. The basis for this assertion has not been stated due to the fact that such a discussion would have needlessly interrupted the flow of another, prior discussion already in progress. Now that these prior discussions have been completed, the way is clear for an investigation into the basis for references to the presence of subtle relationships when the two hypotheses dealing with a relationship between values and self esteem were decisively rejected.

In the analysis of variance which was employed as a test for the presence of a significant relationship between values and self esteem, it was found that self esteem does not differ significantly among the three Value Systems. Knowing the value system which a person holds does not enable the researcher to make any accurate prediction as to the level of self esteem which that person could be expected to experience. So, the presence of a relationship is not on the basis of a level of self esteem which is different between groups.

Instead, the presence of a subtle relationship is speculatively inferred on the basis of the following review of the data. It will be recalled that in the analysis of variance the mean Self Esteem score for those people with a Competence Value System was found to be 350.143 with a standard deviation of 23.158 for the twenty-one people who were

in this value category. Those fifteen people with Indeterminate Value Systems, by way of comparison, had a mean Self Esteem score of 341.267 and a standard deviation of 48.477. A visual review of the data leads to the observation that the variability among people with indeterminate values is over twice that of those people with competence values (48.477 vs 23.158).

On the basis of this observation a simple "F" Test of Differences between Standard Deviations<sup>1</sup> was done. The results showed that the variability of Self Esteem scores among people with an Indeterminate Value System is significantly different from the variability of Self Esteem scores of those people who have a Competence Value System at a probability level greater than .01. Thus, the difference in variability between groups would be present due to chance in less than one out of a hundred chances. The researcher is confident in asserting, therefore, that there is a significantly different variability among Self Esteem scores from the two Value Systems.

The question becomes: Could this variability be related to differences in values among subjects? The researcher concludes that there is a reasonable basis for assuming that this question warrants further investigation with the potential for the establishment of such a relationship a real possibility. This potential for significant relationships will be enhanced, of course, with the development of new value categories which will allow for a more flexible and varied

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<sup>1</sup>J. P. Guilford, *Fundamental Statistics in Psychology and Education* (New York: McGraw-Hill, 1950), pp. 232-234.

organization of the value data for comparison with demographic and self esteem data.

Future studies might also take into particular account an investigation into the relationships between religious beliefs and value systems held by individuals. Such a study would need to take note of the qualitative functional role of beliefs in the dynamic emotional lives of the subjects, as well as the content of those beliefs.

## APPENDIXES

## APPENDIX A

## LETTER OF INVITATION

SCHOOL OF THEOLOGY AT CLAREMONT  
1401 N. COLLEGE AVENUE  
CLAREMONT, CALIFORNIA 91711

ALLOW ME TO BRIEFLY INTRODUCE MYSELF. I AM WILLIAM M. CLEMENTS, A GRADUATE STUDENT IN PSYCHOLOGY OF RELIGION AT THE SCHOOL OF THEOLOGY AT CLAREMONT. CURRENTLY I AM CONDUCTING RESEARCH INTO SOME SIGNIFICANT ISSUES WHICH RELATE TO HAPPINESS AMONG RETIRED PEOPLE. THIS STUDY IS UNDER THE DIRECTION OF MY DISSERTATION COMMITTEE COMPOSED OF PROFESSORS ALLEN J. MOORE, CHAIRMAN; FRANK W. KIMPER; AND HOWARD J. CLINEBELL, JR.

AS A PART OF THIS RESEARCH PROJECT I NEED TO FIND A FEW VOLUNTEERS WHO WOULD BE WILLING TO SPEND A LITTLE TIME (LESS THAN ONE HOUR), AT THEIR OWN CONVENIENCE AND IN THE PRIVACY OF THEIR OWN HOME, FILLING OUT A FORM AND ANSWERING SOME STANDARDIZED QUESTIONS. OF COURSE, PARTICIPANTS REMAIN ANONYMOUS AND ALL RESPONSES ARE CONFIDENTIAL. THE ANSWERS WILL BE USED IN A STATISTICAL ANALYSIS OF VARIOUS FACTORS WHICH ARE SIGNIFICANT FOR THE RESEARCH PROJECT.

IF YOU ARE WILLING TO PARTICIPATE IN THIS PROJECT, PLEASE SIGN AND RETURN THE ENCLOSED CARD. AFTER RECEIPT OF YOUR CARD I WILL MAIL TO YOU THE NECESSARY MATERIALS. THEN YOU CAN FILL THEM OUT AND DROP THEM IN YOUR MAIL BOX IN THE POST-PAID ENVELOPE WHICH WILL BE PROVIDED. THAT'S ALL THERE IS TO IT. YOUR COOPERATION AND ASSISTANCE WILL HELP TO FURTHER OUR KNOWLEDGE OF SOME ISSUES WHICH CONTRIBUTE TO HAPPINESS.

THANK YOU FOR YOUR TIME AND CONSIDERATION.

I HOPE TO HEAR FROM YOU SOON.

SINCERELY YOURS,

WILLIAM M. CLEMENTS

ENCLOSURE

## APPENDIX B

## INFORMATION SHEET

THANK YOU FOR YOUR COOPERATION IN THIS STUDY OF HAPPINESS. YOUR ASSISTANCE IS APPRECIATED.

THIS ENVELOPE CONTAINS: THREE SHORT TESTS; ONE SEPARATE ANSWER SHEET; AND A POST-PAID ENVELOPE FOR YOUR CONVENIENCE. PLEASE RETURN ALL TEST MATERIALS WITHIN ONE WEEK.

EACH TEST HAS A SEPARATE SET OF INSTRUCTIONS. BEFORE BEGINNING A TEST BE SURE TO READ THE INSTRUCTIONS FOR THAT PARTICULAR TEST THROUGH TO THE END. AFTER READING THE INSTRUCTIONS IF SOMETHING IS UNCLEAR BE SURE TO GIVE ME A CALL AT 624-3848. DO NOT HESITATE TO CALL.

EXPERIENCE HAS SHOWN THAT MOST PEOPLE CAN EASILY COMPLETE THE ENCLOSED MATERIAL IN LESS THAN ONE HOUR. IF YOU PREFER, HOWEVER, YOU MAY WORK ONLY A FEW MINUTES A DAY UNTIL ALL MATERIALS ARE FINISHED. THE IMPORTANT THING IS TO TAKE YOUR TIME, ANSWER ALL QUESTIONS, AND ABOVE ALL, ENJOY YOURSELF. REMEMBER YOUR ANSWERS ARE CONFIDENTIAL AND YOU REMAIN ANONYMOUS.

THIS SHOULD PROVE TO BE A USEFUL AND SATISFYING EXPERIENCE SINCE THERE ARE NO RIGHT OR WRONG ANSWERS AND YOU WORK AT YOUR OWN PACE.

YOUR PARTICIPATION IN THIS PROJECT WILL LEAD TO A GREATER UNDERSTANDING OF RETIREMENT AND HOW PERSONS CAN ACHIEVE SATISFACTION IN THIS SIGNIFICANT TIME IN LIFE.

REV. WILLIAM M. CLEMENTS      TELEPHONE # 624-3848  
SCHOOL OF THEOLOGY  
1401 N. COLLEGE AVENUE  
CLAREMONT, CA. 91711



## APPENDIX C

QUESTIONS FROM TENNESSEE SELF CONCEPT SCALE

by William H. Fitts, Ph.D.

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INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you choose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.<sup>2</sup>

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<sup>1</sup>These five responses available to the volunteers in this study are the Likert-type scale.

C-2

Item  
No.

1. I have a healthy body.....	1
3. I am an attractive person.....	3
5. I consider myself a sloppy person.....	5
19. I am a decent sort of person.....	19
21. I am an honest person.....	21
23. I am a bad person.....	23
37. I am a cheerful person.....	37
39. I am a calm and easy going person.....	39
41. I am a nobody.....	41
55. I have a family that would always help me in any kind of trouble.....	55
57. I am a member of a happy family.....	57
59. My friends have no confidence in me.....	59
73. I am a friendly person.....	73
75. I am popular with men.....	75
77. I am not interested in what other people do.....	77
91. I do not always tell the truth.....	91
93. I get angry sometimes.....	93

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

Item  
No.

2. I like to look nice and neat all the time.....	2
4. I am full of aches and pains.....	4
6. I am a sick person.....	6
20. I am a religious person.....	20
22. I am a moral failure.....	22
24. I am a morally weak person.....	24
38. I have a lot of self-control.....	38
40. I am a hateful person.....	40
42. I am losing my mind.....	42
56. I am an important person to my friends and family.....	56
58. I am not loved by my family.....	58
60. I feel that my family doesn't trust me.....	60
74. I am popular with women.....	74
76. I am mad at the whole world.....	76
78. I am hard to be friendly with.....	78
92. Once in a while I think of things too bad to talk about.....	92
94. Sometimes, when I am not feeling well, I am cross.....	94

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

Item  
No.

7. I am neither too fat nor too thin.....	7
9. I like my looks just the way they are.....	9
11. I would like to change some parts of my body.....	11
25. I am satisfied with my moral behavior.....	25
27. I am satisfied with my relationship to God.....	27
29. I ought to go to church more.....	29
43. I am satisfied to be just what I am.....	43
45. I am just as nice as I should be.....	45
47. I despise myself.....	47
61. I am satisfied with my family relationships.....	61
63. I understand my family as well as I should.....	63
65. I should trust my family more.....	65
79. I am as sociable as I want to be.....	79
81. I try to please others, but I don't overdo it.....	81
83. I am no good at all from a social standpoint.....	83
95. I do not like everyone I know.....	95
97. Once in a while, I laugh at a dirty joke.....	97

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

8. I am neither too tall nor too short.....	8
10. I don't feel as well as I should.....	10
12. I should have more sex appeal.....	12
26. I am as religious as I want to be.....	26
28. I wish I could be more trustworthy.....	28
30. I shouldn't tell so many lies.....	30
44. I am as smart as I want to be.....	44
46. I am not the person I would like to be.....	46
48. I wish I didn't give up as easily as I do.....	48
62. I treat my parents as well as I should (Use past tense if parents are not living).....	62
64. I am too sensitive to things my family say.....	64
66. I should love my family more.....	66
80. I am satisfied with the way I treat other people.....	80
82. I should be more polite to others.....	82
84. I ought to get along better with other people.....	84
96. I gossip a little at times.....	96
98. At times I feel like swearing.....	98

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

Item  
No.

13. I take good care of myself physically.....	13
15. I try to be careful about my appearance.....	15
17. I often act like I am "all thumbs".....	17
31. I am true to my religion in my everyday life.....	31
33. I try to change when I know I'm doing things that are wrong.....	33
35. I sometimes do very bad things.....	35
49. I can always take care of myself in any situation.....	49
51. I take the blame for things without getting mad.....	51
53. I do things without thinking about them first.....	53
67. I try to play fair with my friends and family.....	67
69. I take a real interest in my family.....	69
71. I give in to my parents. (Use past tense if parents are not living).....	71
85. I try to understand the other fellow's point of view.....	85
87. I get along well with other people.....	87
89. I do not forgive others easily.....	89
99. I would rather win than lose in a game.....	99

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

	85
	C-7
	<u>Item</u> <u>No.</u>
14. I feel good most of the time.....	14
16. I do poorly in sports and games.....	16
18. I am a poor sleeper.....	18
32. I do what is right most of the time.....	32
34. I sometimes use unfair means to get ahead.....	34
36. I have trouble doing the things that are right.....	36
50. I solve my problems quite easily.....	50
52. I change my mind a lot.....	52
54. I try to run away from my problems.....	54
68. I do my share of work at home.....	68
70. I quarrel with my family.....	70
72. I do not act like my family thinks I should.....	72
86. I see good points in all the people I meet.....	86
88. I do not feel at ease with other people.....	88
90. I find it hard to talk with strangers.....	90
100. Once in a while I put off until tomorrow what I ought to do today.....	100 <sup>2</sup>

Responses-	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

<sup>2</sup>William H. Fitts, *Tennessee Self Concept Scale* (Nashville, Tennessee: Counselor Recordings and Tests, 1964).

## APPENDIX D

QUESTIONS FROM VALUE SURVEYINSTRUCTIONS

On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Each value is printed on a gummed label which can be easily peeled off and pasted in the boxes on the left-hand side of the page.

Study the list carefully and pick out the one value which is the most important for you. Peel it off and paste it in Box 1 on the left.

Then pick out the value which is second most important for you. Peel it off and paste it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.

(Listed below are the 18 values in alphabetical order just as they appeared on gummed labels in the test booklet.)

A COMFORTABLE LIFE (a prosperous life)  
AN EXCITING LIFE (a stimulating, active life)  
A SENSE OF ACCOMPLISHMENT (lasting contribution)  
A WORLD AT PEACE (free of war and conflict)  
A WORLD OF BEAUTY (beauty of nature and the arts)  
EQUALITY (brotherhood, equal opportunity for all)  
FAMILY SECURITY (taking care of loved ones)  
FREEDOM (independence, free choice)  
HAPPINESS (contentedness)  
INNER HARMONY (freedom from inner conflict)  
MATURE LOVE (sexual and spiritual intimacy)  
NATIONAL SECURITY (protection from attack)  
PLEASURE (an enjoyable, leisurely life)  
SALVATION (saved, eternal life)  
SELF-RESPECT (self-esteem)  
SOCIAL RECOGNITION (respect, admiration)  
TRUE FRIENDSHIP (close companionship)  
WISDOM (a mature understanding of life)

When you have finished, go to the next page.

D-1



Below is another list of 18 values. Arrange them in order of importance, the same as before.

AMBITIOUS (hard-working, aspiring)  
 BROADMINDED (open-minded)  
 CAPABLE (competent, effective)  
 CHEERFUL (lighthearted, joyful)  
 CLEAN (neat, tidy)  
 COURAGEOUS (standing up for your beliefs)  
 FORGIVING (willing to pardon others)  
 HELPFUL (working for the welfare of others)  
 HONEST (sincere, truthful)  
 IMAGINATIVE (daring, creative)  
 INDEPENDENT (self-reliant, self-sufficient)  
 INTELLECTUAL (intelligent, reflective)  
 LOGICAL (consistent, rational)  
 LOVING (affectionate, tender)  
 OBEDIENT (dutiful, respectful)  
 POLITE (courteous, well-mannered)  
 RESPONSIBLE (dependable, reliable)  
 SELF-CONTROLLED (restrained, self-disciplined)<sup>1</sup>

In scoring the above Value Survey, Moral Values and Competence Values were considered as follows:

#### MORAL VALUES

Clean  
 Forgiving  
 Helpful  
 Honest  
 Loving  
 Obedient  
 Polite  
 Responsible  
 Self-Controlled

#### COMPETENCE VALUES

Ambitious  
 Broadminded  
 Capable  
 Imaginative  
 Independent  
 Intellectual  
 Logical

The values "Cheerful" and "Courageous" were not scored in either of the above two categories. They were given an Indeterminate rating.

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<sup>1</sup>Milton Rokeach, *Value Survey* (Sunnyvale, California: Halgren Tests, 1967).

## APPENDIX E

## BIOGRAPHICAL INFORMATION

**INSTRUCTIONS:** READ EACH QUESTION OR STATEMENT THROUGH. SELECT THE APPROPRIATE ANSWER AND RECORD IT BY CIRCLING THE CORRECT NUMBER ON THE ANSWER PORTION OF THE INFORMATION SHEET. NOTE THE FOLLOWING EXAMPLES.

A. CHICAGO IS A: 1) continent 2) state 3) city 4) country	#A 1 2 <b>3</b> 4
B. TODAY IS: 1) Sunday 2) Monday 3) Tuesday 4) Wednesday 5) Thursday 6) Friday 7) Saturday	#B <u>CIRCLE YOUR ANSWER</u> <u>BELOW</u> 1 2 3 4 5 6 7

////////////////////////////////////

1. I AM A: 1) female 2) male	#1 1 2
2. I WAS BORN BETWEEN: 1) 1860-1869 2) 1870-1879 3) 1880-1889 4) 1890-1899 5) 1900-1909 6) 1910-1919	#2 1 2 3 4 5 6
3. I HAVE LIVED AT THIS RESIDENCE: 1) 6 months or less 2) 7-12 months 3) 13-23 months 4) 24 months or more	#3 1 2 3 4

4. I HAVE BEEN RETIRED FROM FULL-TIME WORK:	#4
1) 6 months or less	1 2 3 4
2) 7-12 months	
3) 13-23 months	
4) 24 months or more	
5. MY MARITAL STATUS IS:	#5
1) single	1 2 3 4
2) widowed	
3) divorced	
4) married	
6. THIS CURRENT MARITAL STATUS HAS EXISTED:	#6
1) 6 months or less	1 2 3 4
2) 7-12 months	
3) 13-23 months	
4) 24 months or more	
7. I HAVE ATTAINED THE FOLLOWING LEVELS OF EDUCATION: (circle more than one, if appropriate)	#7
1) grammar school	1 2 3 4 5 6
2) high school	
3) college degree	
4) masters degree	
5) professional degree (B.D., M.D., LL.B., etc.)	
6) Ph.D., Th.D., Ed.D	
8. MY INCOME DURING THE PAST YEAR HAS:	#8
1) increased by 30% or more	1 2 3
2) remained stable	
3) decreased by 30% or more	
9. MY CURRENT INCOME IS:	#9
1) inadequate	1 2 3
2) sufficient	
3) more than enough	
10. MY PRESENT LEVEL OF HEALTH IS:	#10
1) poor	1 2 3
2) average	
3) good	
11. DURING THE PAST YEAR I WAS CONFINED TO BED FOR A TOTAL OF:	#11
1) 1 week or less	1 2 3
2) 1-3 weeks	
3) 4 weeks or more	

12. CURRENTLY I AM: 1) able to walk about freely 2) able to move with assistance- wheel chair, walker, etc. 3) confined to my room 4) confined to my bed	#12  1 2 3 4
13. I HEAR FROM MEMBERS OF MY FAMILY: 1) weekly or more often 2) twice monthly 3) once a month 4) every 2-3 months 5) once or twice a year 6) never	#13  1 2 3 4 5 6
14. I VISIT WITH A CLOSE FRIEND: 1) weekly or more often 2) twice monthly 3) once a month 4) every 2-3 months 5) once or twice a year 6) never	#14  1 2 3 4 5 6
15. I PARTICIPATE IN THE FOLLOWING NUMBER OF CLUBS OR GROUPS: 1) none 2) one 3) two 4) three or more	#15  1 2 3 4
16. NORMALLY I ATTEND THE FOLLOWING NUMBER OF MEETINGS OF CLUBS OR GROUPS PER WEEK: 1) none 2) one 3) two 4) three or more	#16  1 2 3 4

## APPENDIX F

## RAW DATA

Table 1

## Place of Residence

Place of Residence	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Pilgrim Place	113	71.1	71.1
Mt. San Antonio Gardens	<u>46</u>	<u>28.9</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 2

## Value System

Value System	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (percent)
Moral	123	77.4	77.4
Competence	21	13.2	90.6
Indeterminate	<u>15</u>	<u>9.4</u>	<u>100.0</u>
Total	159	100.0	100.0

F-1

Table 3  
Self-Esteem Scores

Self Esteem Score	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
205	1	0.6	0.6
277	1	0.6	1.3
279	1	0.6	1.9
288	1	0.6	2.5
292	2	1.3	3.8
295	1	0.6	4.4
298	1	0.6	5.0
299	1	0.6	5.7
312	1	0.6	6.3
313	1	0.6	6.9
315	1	0.6	7.5
316	2	1.3	8.8
317	1	0.6	9.4
318	1	0.6	10.1
319	1	0.6	10.7
320	1	0.6	11.3
321	1	0.6	11.9
322	1	0.6	12.6
323	1	0.6	13.2
326	3	1.9	15.1
327	3	1.9	17.0
329	2	1.3	18.2
330	1	0.6	18.9
332	3	1.9	20.8
333	3	1.9	22.6
334	4	2.5	25.2
335	1	0.6	25.8
336	1	0.6	26.4
337	3	1.9	28.3
338	2	1.3	29.6
339	1	0.6	30.2
340	2	1.3	31.4
342	1	0.6	32.1
343	3	1.9	34.0
344	3	1.9	35.8
345	1	0.6	36.5
346	2	1.3	37.7
347	3	1.9	39.6
348	3	1.9	41.5
349	4	2.5	44.0
350	3	F-2 1.9	45.9

Table 3 (continued)

F-3

Self Esteem Score	Absolute Frequency	Relative Frequency (percent)	Cumulative Adjusted Frequency (percent)
351	2	1.3	47.2
353	2	1.3	48.4
354	2	1.3	49.7
356	1	0.6	50.3
357	3	1.9	52.2
358	4	2.5	54.7
359	2	1.3	56.0
360	3	1.9	57.9
361	2	1.3	59.1
362	3	1.9	61.0
364	5	3.1	64.2
365	1	0.6	64.8
366	2	1.3	66.0
367	3	1.9	67.9
368	4	2.5	70.4
369	1	0.6	71.1
370	1	0.6	71.7
371	3	1.9	73.6
372	2	1.3	74.8
373	2	1.3	76.1
374	2	1.3	77.4
376	4	2.5	79.9
378	2	1.3	81.1
379	1	0.6	81.8
380	2	1.3	83.0
381	3	1.9	84.9
382	1	0.6	85.5
384	1	0.6	86.2
385	1	0.6	86.8
387	1	0.6	87.4
388	1	0.6	88.1
389	2	1.3	89.3
390	1	0.6	89.9
393	2	1.3	91.2
394	3	1.9	93.1
395	3	1.9	95.0
396	1	0.6	95.6
398	1	0.6	96.2
399	1	0.6	96.9
400	1	0.6	97.5
408	1	0.6	98.1
413	1	0.6	98.7
418	1	0.6	99.4
423	1	0.6	100.0
Total	159	100.0	100.0

From the data in Table 3 on the preceding two pages, the following figures were derived:

Mean	353.258
Minimum	205.000
Maximum	423.000
Range	218.000
Median	355.750
Standard Deviation	30.222
Valid Observations	159
Missing Observations	0

Table 4

## Sex of Subjects

Sex of Subject	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	1	0.6	0.6
Female	116	73.0	73.6
Male	<u>42</u>	<u>26.4</u>	<u>100.0</u>
Total	159	100.0	100.0



Table 5

## Decade of Birth

Decade of Birth	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	1	0.6	0.6
1880-1889	41	25.8	26.4
1890-1899	91	57.2	83.6
1900-1909	<u>26</u>	<u>16.4</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 6

## Length of Present Residence

Length of Present Residence	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	1	0.6	0.6
6 Months or Less	11	6.9	7.5
7-12 Months	8	5.0	12.6
13-23 Months	12	7.5	20.1
24 Months or More	<u>127</u>	<u>79.9</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 7

F-6

## Length of Time Retired

Length of Time Retired	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted (Percent)
6 Months or Less	1	0.6	0.6
7-12 Months	3	1.9	2.5
13-23 Months	4	2.5	5.0
24 Months or More	<u>151</u>	<u>95.0</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 8

## Marital Status

Marital Status	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Single	49	30.8	30.8
Widowed	45	28.3	59.1
Divorced	2	1.3	60.4
Married	<u>63</u>	<u>39.6</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 9

F-7

## Length of Current Marital Status

Length of Current Marital Status	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
6 Months or Less	3	1.9	1.9
7-12 Months	1	0.6	2.5
13-23 Months	6	3.8	6.3
24 Months or More	<u>149</u>	<u>93.7</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 10

## Highest Level of School Completed

Highest Level of School Completed	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
High School	17	10.7	10.7
College Degree	67	42.1	52.8
Masters Degree	33	20.8	73.6
Professional Degree	31	19.5	93.1
Ph.D., Th.D., Ed.D.	<u>11</u>	<u>6.9</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 11

F-8

## Summary of Total Education

Total Education	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Grammar & Highs Sch.	17	10.7	10.7
Gram., H.S. & Col.	66	41.5	52.2
Irregular	1	0.6	52.8
Masters Degree	33	20.8	73.6
Professional, No Mas.	23	14.5	88.1
Professional, With Mas.	8	5.0	93.1
Doctoral, Not Profes.	3	1.9	95.0
Irregular	1	0.6	95.6
Maximum Education	<u>7</u>	<u>4.4</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 12

## Change of Income During the Past Year

Income	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	3	1.9	1.9
Increased by 30%	9	5.7	7.5
Remained Stable	141	88.7	96.2
Decreased by 30%	<u>6</u>	<u>3.8</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 13

F-9

## Perceived Adequacy of Current Income

Adequacy of Current Income	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	1	0.6	0.6
Inadequate	6	3.8	4.4
Sufficient	122	76.7	81.1
More than Enough	<u>30</u>	<u>18.9</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 14

## Present Level of Health

Present Level of Health	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
Poor	8	5.0	5.0
Average	54	34.0	39.0
Good	<u>97</u>	<u>61.0</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 15  
Time Confined to Bed During the Past Year

Time Confined to Bed	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
1 week or less	135	84.9	84.9
1-3 weeks	14	8.8	93.7
4 weeks or more	<u>10</u>	<u>6.3</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 16  
Degree of Personal Mobility

Degree of Personal Mobility	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	1	0.6	0.6
Able to Walk Freely	142	89.3	89.9
Able to Move with assistance	15	9.4	99.4
Confined to Room	<u>1</u>	<u>0.6</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 17

F-11

## Frequency of Contact with Family

Frequency of Contact with Family	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	2	1.3	1.3
Weekly or More	76	47.8	49.1
Twice Monthly	35	22.0	71.1
Once a Month	23	14.5	85.5
Every 2-3 Months	16	10.1	95.6
Once or Twice Yearly	5	3.1	98.7
Never	<u>2</u>	<u>1.3</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 18

## Frequency of Visits with a Close Friend

Frequency of Visits with a Close Friend	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	1	0.6	0.6
Weekly or More	128	80.5	81.1
Twice Monthly	12	7.5	88.7
Once a Month	5	3.1	91.8
Every 2-3 Months	6	3.8	95.6
Once or Twice Yearly	5	3.1	98.7
Never	<u>2</u>	<u>1.3</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 19

F-12

## Number of Clubs or Groups Participated In

Number of Clubs or Groups Participated In	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	2	1.3	1.3
None	12	7.5	8.8
One	19	11.9	20.8
Two	37	23.3	44.0
Three or More	<u>89</u>	<u>56.0</u>	<u>100.0</u>
Total	159	100.0	100.0

Table 20

## Number of Meetings Attended Per Week

Number of Meetings Attended Per Week	Absolute Frequency	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
No Response	2	1.3	1.3
None	22	13.8	15.1
One	55	34.6	49.7
Two	37	23.3	73.0
Three or More	<u>43</u>	<u>27.0</u>	<u>100.0</u>
Total	159	100.0	100.0



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